The Effect of a Task-Based Learning Program on Developing Communicative Performance of English Language for Al-Azhar University Students, Faculties of Law

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Abstract

People use language to communicate together, they try every time to learn how to speak and contact using one language. Oral communication is the commonest and most important mean of providing communication among human beings. It is an interactive process of constructing meaning that involves producing, receiving and processing information. Brown (2001: 29). Accordingly, when people learn to communicate, they are concerned with knowing what to say and what words and phrases to use in the same time.

This study was conducted to investigate the effect of a Task-Based learning program on developing Communicative performance for Al- Azhar University Students, Faculty of law. The study was conducted in Teeba Faculty for girls, Luxor, following the experimental design. For this purpose, two groups were randomly chosen, a group as a control one and the other is an experimental group. Students of the experimental group were trained on the proposed program.

To test the program's effectiveness, pre and post tests were administered on both groups. Results showed that the performance of the experimental group students was better than the control group due to the effect of the proposed program. Results also indicated that developing communicative performance helped developing the general language proficiency of the experimental group students.

The study recommended TBL as a course design approach to be implemented in designing English for university students courses. Interest should also be paid for the pre-course design stages. The study suggested further researches to be conducted in English using different approaches and exploring other English skills in different specialization and careers.

Key words: Task- program-Task-Based Learning-communicative performance

1- Introduction

The famous axiom of Watzlawick, Beavin, and Jackson (1967) says: "one cannot not communicate". Communication is an essential need; it is as important as breathing. It is also a life skill through which man can reach and influence others. Effective communication skills are required in life in general and in workplace in particular to reduce conflict and enhance human relations.

Patil (2005, p. 49) states that students with good oral communication can function effectively in their workplace. With the advent of globalization, Oral communication skills in ESP (especially listening and speaking) become more and more necessary. As workplace demands professionals equipped with global communication skills. Employers, companies and organizations want staff listen and speak English well in order to communicate within the international marketplace. Students who

can communicate in English well have a greater chance for further education, or finding employment and gaining promotions

Richards (2007) asserts that the mastery of communication in English is a priority for many second or foreign language learners. In a foreign language classroom, speaking or the oral communication is viewed as the most demanding of the four skills as it is seen as the central skill in language teaching. a teacher can get a very clear indication of students' progress especially, in a language class when they communicate orally, simply because oral communication includes other sub-skills such as grammar, vocabulary, intonation, and fluency. In addition, communication is a social skill that requires someone else to speak. Communication is an interactive process of constructing meaning that involves producing and receiving and processing information.

Task- based learning obtains attention widely from second language
acquisition researchers, curriculum developers, education experts,
 trainers and language teachers over the past decades. As it is declared by Van den Branden (2009) that today Task -Based language teaching is being promoted in many countries all over the world as the science of language learning which is potentially useful. (Ellis, 2010, p. 3) showed that Tasks are language activities that focus on communicative tasks are pieces of classroom work in which learners attempt to comprehend, manipulate, produce, and interact in the target language" (p. 4). Nunan (2011) maintained

that tasks should have a sense of completeness and should be able to stand on their own as a form of communication and learning

In an attempt to pursue that line of research the present study sought to design a Task Based Learning Program based on international English tasks taking the full advantage of TBL paradigm to develop students' communicative performance skills.

2- Context of the Problem

Students of Law departments, AL-Azhar University in Egypt are most often practice English skills in general and legal communicative skills in particular in the course of their work. Faculty of Law, Al-Azhar University as an example, neither study a legal translation course nor are given any practice in the communicative skills in English. Reviewing the first-year (EFL) academic courses, the researcher found that they study only an English course that has a little amount of Islamic terminologies. Examining the course textbook, the researcher found that the course provides them with a sort of glossary of Islamic terms, short paragraphs and short questions on Islamic subjects in English. The final exam is a very simple test. The course doesn't enhance English skills nor the communicative performance for the student.

The researcher noticed that Students lack the main skills of correct communicative performance in English language. This problem may be due to a number of reasons such as: lack of confidence, fear of making mistakes, limited opportunities for

students to practice oral communications and/or lack of interaction in the target language.

Students need to be more effective in communicative performance as their future career demands them to be very skillful in communication in English language. They will need to deal with legislative texts, the translation of the Holy Quran verses, Sunnah and Islamic judgments. They will have to explain all these items weather for Muslims or non-Muslims who are English native speakers. So these students are in need to have a good communicative performance in English language.

So the problem of the study can be outlined as follow "Students lack the main skills of correct communicative performance in English language"

3- Questions of the study:

The present study attempts to answer the main following question "what is the effect of a Task Based Learning program on developing English language communicative performance for students of Law department at Al-Azhar University"?

To answer the main question, the study intends to detect the answers to the following sub-questions**:**

1- "What are the oral communication skills that students of Law department at Al-Azhar University need to enhance to develop their English language communicative performance.?",

2- What are the components of the program based on the Task-Based Learning to develop EFL oral communicative performance for first year students, Teeba Faculty for Girls, Al-Azhar University?

3- Will the students make use of a Task Based Learning program to develop their English language communicative performance.

4- Are the learners satisfied with the Task Based Learning program in developing their English language communicative performance and to what extent?

5- Is there any relationship between the learners' satisfaction with the Task Based Learning program used to develop their English language communicative performance and their learning achievement?

4- Purpose of the study:

The purpose of the study is to verify the effect of using a Task Based Learning program on developing English language communicative performance for students of Law department at Al-Azhar University"?

5- Objectives of the Study :

1- Designing the needs assessment questionnaires by means of which it is possible to evaluate the existing curricula of TEFL in Law department at Al-Azhar University faculties in an attempt to upgrade it.

2- To construct and apply a Task Based Learning program to develop English language communicative performance for students of Law department at Al-Azhar University that may help teachers to achieve better results.

3- To present the developed Task Based Learning program with materials relevant to the students field of interest and therefore increase their interaction with the suggested program.

4- This Task Based Learning program helps students of Law department at Al-Azhar University to have a better communicative performance and so it develops students' language proficiency level.

5-The success of the suggested Task Based Learning program may encourage researchers to develop similar programs for other faculties.

6- Hypotheses of the study:

1- There are no statistically significant differences between the participants' means of scores (experimental and control groups) on the English communicative performance pretest.

2- There are statistically significant differences between the participants' means of scores (experimental and control groups) on the English communicative performance post-test.

3- There are no statistically significant differences between the means of scores of the control group on the pre-test and post-test of English communicative performance.

4- There are statistically significant differences between the means of scores of the experimental group on the pre-test and post-test of English communicative performance.

7- Delimitations of the study:

The study is delimited to the following :

1- Language area: English communicative performance of Law department students at Al-Azhar University.

2- Using Task Based Learning program as an instructional strategy.

3- Choosing 84 students from students of Law department at Al-Azhar University to form the society of the study.

8- methods and procedures:

(8-a) variables of the study :

There are two variables of the study :

1- Task Based Learning program (independent variable).

2- English communicative performance (dependant variable).

(8-b) Sample of the study :

The subjects selected for this study will be chosen randomly from students of EFL enrolled in the first year of Teeba Faculty for Girls- AL-Azhar University (Luxor). Subjects will be 84 students

from Law department. They will be divided into two groups; control group and experimental group.

(8-c) Tools of the study :

1- Students' needs assessment questionnaire. (Prepared by the researcher).

2- A pre-post test to evaluate students' level of English language communicative performance before and after applying the Task Based Learning program.

3- A Task Based Learning program for developing the students' level of English language communicative performance.

4- Using a statistical treatment to compare the main scores before and after applying the Task Based Learning program then deducting the results.

(8-d) Procedures of the study :

1- Reviewing the related studies.

2- Designing the needs assessment questionnaire.

3- Designing the Task Based Learning program in the light of objectives that aim to develop English language communicative performance for students of Law department at Al-Azhar University.

4- Validating the proposed Task Based Learning program through eliciting the opinions of a jury of experts in the field of curriculum

and methods of teaching English as a foreign language and some experts in preaching field.

5- Conducting the experimental study according to the following steps :

A. Designing the pre/post test.

B. Selecting the sample and dividing it into an experimental and a control group.

C. Applying the pre/test to both groups.

D. Teaching the developed units of the proposed Task Based Learning program to the experimental group only.

E. Applying the post/test to both groups.

F. Analyzing and interpreting the results of the two tests statistically by using statistical treatment.

6- Discussing the results and suggesting recommendations.

9- Definition of terms:

Task-Based Language Teaching (TBLT)

Ahmed & Bidin (2016) defines TBL T as an English language teaching approach according to which a task is designed to facilitate real life communicative situations enabling learners to be real communicators of the target language. Ellis (2013) adds that TBLT is a work-plan that provides learners with the materials they

need to achieve an outcome specified in communicative rather than linguistic terms.

In the present study, TBLT is a systematic approach according to which the proposed legal English program has been designed to develop law students' communicative performance. It adopts different tasks not discrete language forms as the core unit for the curriculum. Students practice speaking & writing activities and acquire linguistic and communicative aspects for religious purposes.

Task

Tolosa (2016) defines task as central to TBLT which provides opportunities for communication. It can be focused or unfocused. The primary focus for TBL T should be on 'meaning' by which learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances.

In the present study, a task is a legal task in English that has particular functional and linguistic objectives, professional religious content, specified working procedures, and a range of specific outcomes. It has authentic structured reading comprehension and writing segments of work within the field of law, targeted to certain communicative skills, and ranged from simple and brief exercises to more complex and lengthy activities.

Oral Communication:

Institutional Assessment and Studies (2011) define oral communication skills that they are operationally concerned with that mix of listening and speaking as oral proficiency skills in English which are required for study purposes to be developed for EFL students.

In the present study oral communication Performance is the effective interpretation, composition, and presentation of information, ideas, and values to a specific audience.

10- The program framework

The proposed program was built upon sound theoretical foundations and took into account the need for authentic oral communicative performance. It was based on certain steps:

-**The pre-task stage** which concerns the various activities that teachers and learners can undertake before they start the task.

-**Task cycle** which centers on the task itself. The focus is principally on meaning.

-**Planning w**hich refers to the stage in which learners prepare a short oral or written report to tell the class what happened during their task.

-**Report** in which students report back to the class orally or read the written report. The teacher chooses the order of students who

will present their reports and may give the students some quick feedback on the content.

-**The "language focus"** stage can be called "Analysis stage" in which the teacher highlights relevant parts from the text for the students to analyze.

-**Post-task phase** which includes drafting, finalizing, and presenting the outcome or finished product to others.

10. The learner's and teacher's roles

In task-based learning the role of the teacher and the learner differs totally from the traditional method. The learner has the crucial role in the learning situation. Task-based learning is called a learner-centered approach in which the learner is a negotiator, independent, participant and a monitor. He also takes the role of a teacher and as an informant to the teacher on his own learning.

On the other hand, the teacher is a facilitator, an interdependent participant, an organizer of resources and a resource himself, a guide, a researcher and a learner, a need analyst, a counselor, and a group process manager.

Table (3.10.4) the teacher and students' roles in task-based learning stages

Stage	Teacher's role	Learners' role
pre-task	-explores the topic with the class, -highlights useful words and phrases, -helps learners understand task Instructions.	-hear a recording of others doing a similar task, -or read part of the text as a lead in to a task.
Task cycle	-monitors from a distance, -encouraging all attempts at communication, not correcting	-do the task, in pairs or small groups. -Mistakes don't matter.
Planning	Stands by to give language advice.	-prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.
Report	-acts as a chairperson, and then comments on the content of the reports.	-present their reports to the class and compare results
Language focus	PRACTICE Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis.	ANALYSIS Students examine and then discuss specific features of the text. They can enter new words, phrases and patterns in vocabulary books.

10- the program validity

To ensure the validity of the task-based learning program, jury members; professors and instructors at the university level were consulted. Jury members highly evaluated the way the tasks were

selected and prepared. The tasks were evaluated by jury members according to the task analysis. Along with the result of task analysis, they approved the activities designed to implement the tasks in an integrative way. Their comments and notes were taken into consideration. Some modifications were carried out before editing the final copy of the program.

10- Administration of the program

Administering the suggested program had three stages pre-administration, while-administration and post-administration

A) Pre- administration

The researcher had to adopt logical, practical, well-determined, applicable and operational objectives that help in developing oral communicative performance for 1"-year university students, Faculty of Law. She also ensured the suitable skills to be developed. Moreover, she used well- prepared tasks with various activities and allotted the due time for each task to be adequately administered. Finally, she allotted the due time for students to get involved in the tasks.

B) During administration

During the administration of the program, the researcher adhered to the principles of the task-based learning approach. She gave students the full chance to fully use the target language, asserted the pair and group work and gave more attention to the peer feedback than the teacher feedback

C) After administration.

After administering each task, the researcher reviewed students' achievements to provide them with feedback on their whole performance and to avoid drawbacks in the next task. She kept records and profiles of the student's achievements. Finally, the researcher rewarded the best group as a sort of reinforcement which may be; just praising, asking the class to greet them or offering them a prize.

10. Evaluation of the program

The program was evaluated through a pre/post test and a task-based test constructed by the researcher. The task-based learning test was a performance test. Its main subject was oral communication skills. The reading passage was an authentic article in Al- Azhar English book for first year students, Law department.

11. The Students Satisfaction Questionnaire: -

In order to answer the fourth sub-question of the study "How far will students be satisfied with the proposed program based on the Task-Based approach in developing their oral communicative performance?" a satisfaction questionnaire was prepared with the purpose of gathering information about participants' attitudes and perceptions about the Task-Based training program. Participants filled the satisfaction questionnaire at the end of the program. The questionnaire includes 4 main questions: -

1- Did the TBL program improve your English language skills?

2- How far your experience of the program improved your oral communicative performance?

3- Is the program beneficial in your future career?

4- Did you enjoy learning environment during applying the program?

The Students answers about the satisfaction questionnaire varied but all of them asserted that they enjoyed learning environment during applying the program, their oral communicative performance has been improved and they hope that the program would be beneficial in their future.

See table (3.11. a.) Descriptive statistics for TBL after applying the program.

Student's satisfaction questionnaire : -

Table (3. 11.a.) Student's satisfaction questionnaire : -

Statement	Response	F	%	M	SD	R
The TBL program improved your English language skills.	Strongly Disagree	2	4.7	3.69	1.02	4
	Disagree	5	11.9			
	Neutral	5	11.9			
	Agree	10	23.8			
	Strongly Agree	20	47.6			
	Total	42	100.0			

Statement	Response	F	%	M	SD	R
Your experience of the program improved your oral communicative performance?	Strongly Disagree	4	9.5	3.71	0.98	3
	Disagree	2	4.7			
	Neutral	7	16.6			
	Agree	10	23.8			
	Strongly Agree	19	45.2			
	Total	42	100.0			
The program is beneficial in your future career	Strongly Disagree	--	--	3.76	0.91	2
	Disagree	2	4.7			
	Neutral	6	14.3			
	Agree	20	47.6			
	Strongly Agree	14	33.3			
	Total	42	100.0			
You enjoyed learning environment during applying the program.	Strongly Disagree	1	2.3	3.69	0.97	5
	Disagree	5	11.9			
	Neutral	4	9.5			
	Agree	10	23.8			
	Strongly Agree	22	52.38			
	Total	42	100.0			
	Strongly Disagree	--	--	3.88	0.89	1

Statement	Response	F	%	M	SD	R
You recommend studying the task-based program other than the traditional curricula.	Disagree	3	7.1			
	Neutral	5	11.9			
	Agree	6	14.3			
	Strongly Agree	28	66.66			
	Total	42	100.0			
			Overall	**3.74**	**0.88**	**--**

F= Frequency   M= Mean   SD= Std. Deviation   R= Rank

The researcher noticed that, the statistical analysis results in the second table showed that the total mean of task-based experience was (3.74) with a standard deviation of (0.88), which reflects a high degree of agreement for TBL experience phrases which means that this variable has a high level.

12- Results and Discussion

The research hypotheses were verified through analyzing the data of the pre and the posttest application. To do that, Statistical Package for Social Science (SPSS) was used. The researcher employed different statistic formulas such as T-Test, Enova Test and different statistics to assert her results. To assert these results research hypotheses were tested using Kendall's treatment and Spearman's rho and they give us the same results.

4- 1 Statistical Analysis:

Participants of the study were 84 first year students at Teeba Faculty for Girls, Al-Azhar University, in the first term of the school year 2021/2022.

1- This sample was divided into two groups; control and experimental. The two groups were equal in their skills before administrating the program. In other words, there was no statistically significant difference between the mean scores of the control group and the experimental group in their oral communicative performance in EFL. The researcher used a t-test to test this hypothesis.

Table (4. 1- a) t-test value of both groups before the experiment

GROUP	N	Mean	Std. Deviation	T value	Df	Sig.
Con	42	5.27	3.705	0.89	78	*Not significant*
Exp	42	5.212	2.414			

The (4. 1- a) table showed that the control and experimental groups were equivalent in their oral communicative performance before administering the program. T-value was (0.89) which is lower than T-value in the T-distribution table at (.01) which is (2.70). This

means that there was no statistically significant difference between the mean scores.

Table (4.1-b)

there was no statistically significant difference between the mean scores.		
	pt	bpt
less than 5	4.8	9.5
from 5 to less than 10	52.4	52.4
from 10 to less than l5	38.1	38.1
from 15 to less than 20	4.8	
Total	100.0	100.0

The proposed program was built and applied by the researcher upon sound theoretical foundations and took into account the need for authentic communication.

12-b Results related to the second hypothesis.

The second hypothesis stated that "there is a statistically significant difference between the mean scores of the experimental group and control group on the post-test of the communicative performance in favour of the experimental group." To test this hypothesis, the researcher compared the mean scores, standard deviation and t-value of the experimental and control groups.

Table (4.2-a) T-test value of the experimental and control groups on the post test

	N	Mean	Std. Deviation	T value	Df	Sig	Eta square
Con	42	6.92	2.66	7.41	78	0.01	0.41
Exp	42	11.06	2.1				

The above table indicated that there was statistically significant difference between the mean scores of the experimental and control groups on the post-test in reading and writing skills in favour of the experimental group T-value was 7.41. That is bigger than T-value in the T-table distribution at 01 that is (2.70) at 0.01 This significant difference is attributed to the effect of the proposed program.
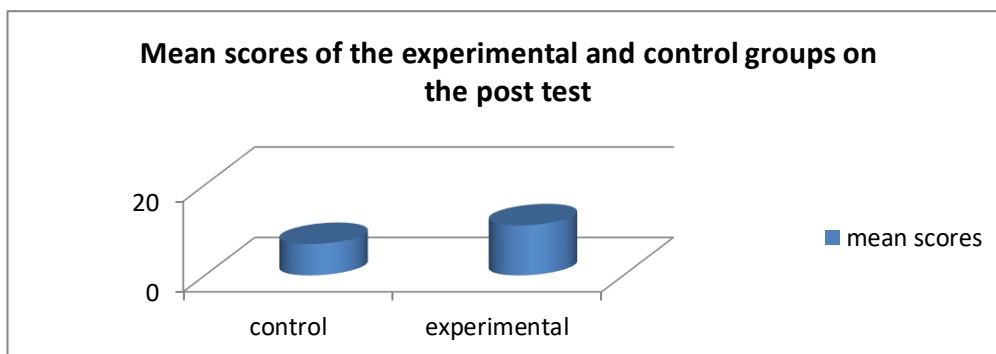
Figure (4.2-b) Comparison of the mean scores of the control and experimental groups on the cpmmunication test

Mean scores of the experimental and control groups on the post test

Figure (4.2-b) shows how far communicative performance developed for the experimental group as a result of administering the proposed program. On the other hand, for the control group there was no noticeable improvement in communicative performance.
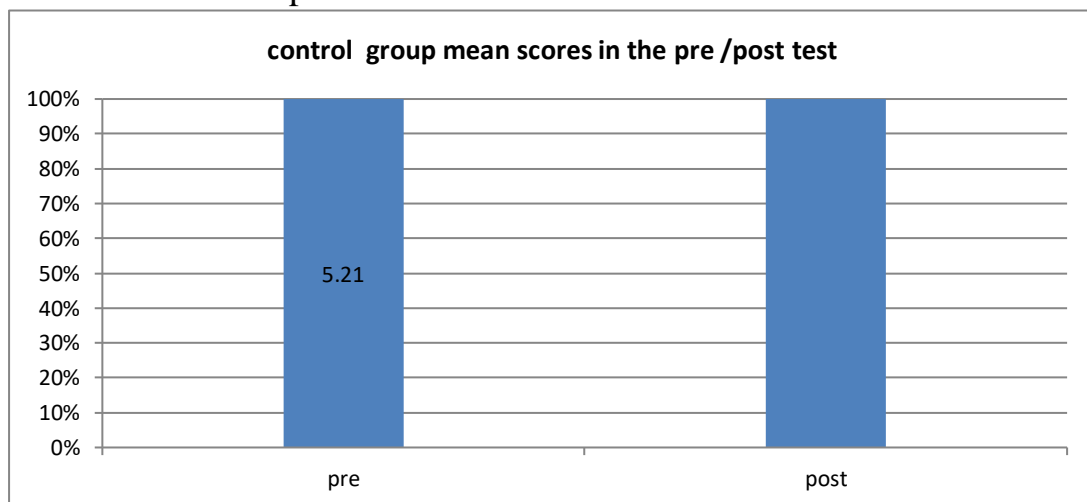
12-c. Results related to the Third hypothesis.

There are no statistically significant differences between the means of scores of the control group on the pre-test and post-test of English communicative performance. The control group students nearly got equal degrees in the pre and post-test because they didn't share the experimental group carrying out the program. In other words, students in control group didn't have the effect of the program   there was no statistically significant difference between the mean scores of the control group in their pre-test and post test in EFL communicative performance, the researcher used a t-test to test this hypothesis.

2- Table (4. 3-a) t-test value of both groups before the experiment

GROUP	N	Mean	Std. Deviation	T value	Df	Sig.
Con	42	5.27	3.705	0.89	78	Not significant
Exp	42	5.212	2.414			

The above table (4. 3-a) showed that the control group students were equivalent in their communicative skills in the pre-test and the post test. T-value was (0.89) which is lower than T-value in the T-distribution table at (.01) which is (2.70). This means that there was no statistically significant difference between the mean scores of the control groupon the pre-test and post-test of English communicative performance.

control group mean scores in the pre /post test

pre (5.21)	post

4.4. Results related to the Forth hypothesis.

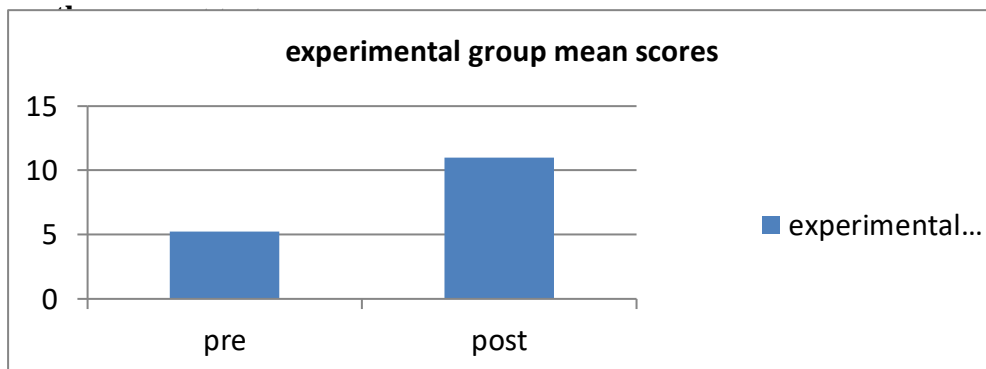The fourth hypothesis stated that "There is a statistically significant difference between the mean scores of the experimental group on the pre/post communicative performance test in favour of the post-test scores." To test this hypothesis the researcher used a t-test and Eta square statistics. Results are shown in table (4-4.a)

Table (4-4. a) T-test value of the experimental group on the pre and post test.

	N	Mean	T value	df	Sig.	Eta square
pre	40	2.41	13.78	39	0.01	0.53
post	40	2.31				

Figure (4-4. b) Comparison of the mean scores of the experimental group

Table (4-4.a) and figure (4-4.b) show that there was statistically significant difference between the mean scores of the experimental group on the pre/post test in favour of the post/test. T-value was 13.78 and this value was bigger than T-value in the T-table distribution at 01 that is (2.70). This difference was attributed to the effect of the proposed task-based learning program on developing EFL communicative performance. This means that the proposed program had a positive effect on developing communicative performance for the experimental group. Figure (4-b) shows how far the mean scores of the experimental group on the post test are bigger than their mean scores on the pre-test in reading and writing skills

Research hypotheses were tested using Pearson correlation coefficient. Preliminary analyses were performed to ensure no violation of assumptions of normality and linearity. Table (6) shows that there are strong correlations between all proposed relations in the conceptual hypotheses, with (r) values ranging from (.423) to (.837) (p<.005) and the obtained correlation values are in the expected positive direction. Based on the results of Pearson correlation analysis which represent proposed linear relationship, all the research hypotheses were fully supported, the following table illustrates that.

Table (6) is summary of correlation analysis and hypotheses testing.

Table (6) is summary of correlation analysis and hypotheses testing.		pt	ft	bpt	bf5
pt	Pearson Correlation	1	.459**	-.066-	-.197-
	Sig. (1-tailed)		.001	.340	.106
	N	42	42	42	42
ft	Pearson Correlation	.459**	1	.161	.000
	Sig. (1-tailed)	.001		.154	.500
	N	42	42	42	42
bpt	Pearson Correlation	-.066-	.161	1	.512**

	Sig. (1-tailed)	.340	.154		.000
	N	42	42	42	42
bf5	Pearson Correlation	-.197-	.000	.512**	1
	Sig. (1-tailed)	.106	.500	.000	
	N	42	42	42	42
**. Correlation is significant at the 0.01 level (1-tailed).					

To assert these results research hypotheses were tested using Kendall's treatment and Spearman's rho and they give us the same results.

The research hypotheses were verified through analyzing the data of the pre and the posttest application. To do that, Statistical Package for Social Science (SPSS) was used. The researcher employed different statistic formulas such as T-Test, Enova Test and different statistics to assert her results. To assert these results research hypotheses were tested using Kendall's treatment and Spearman's rho and they give us the same results.

Scoring of the test

Scoring of the test was done according to the levels of the communicative performance analytic rubric. To ensure the reliability of scoring, two raters scored the pre-posttest. The inter-rater reliability was established through using "Pearson's Correlation Coefficient" as follows:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)2)(n \sum y^2 - (\sum y)2)}}$$

R= Correlation coefficient

N= Sample number

? xy = the total sum of the grades product in the two measurements

? x^2 = total sum of the first rater grades' squares

(? x)^2 = the square of the total sum of the first rater grades' squares

? y^2 = the total sum of the second-rater grades' squares

(? y)^2 = the square of the total sum of the second-rater grades' squares

The correlation coefficient was calculated, and the result was (0.92) which is a high ratio that proved the reliability of the pre/post speaking test.

. Affirming Statistical Analysis:

Table (4.7.a) is summary of correlation analysis and hypotheses testing.

Table (4.7.a) is summary of correlation analysis and		pt	ft	bpt	bf5
pt	Pearson Correlation	1	.459**	-.066-	-.197-
	Sig. (1-tailed)		.001	.340	.106
	N	42	42	42	42
ft	Pearson Correlation	.459**	1	.161	.000

	Sig. (1-tailed)	.001		.154	.500
	N	42	42	42	42
bpt	Pearson Correlation	-.066-	.161	1	.512**
	Sig. (1-tailed)	.340	.154		.000
	N	42	42	42	42
bf5	Pearson Correlation	-.197-	.000	.512**	1
	Sig. (1-tailed)	.106	.500	.000	
	N	42	42	42	42
**. Correlation is significant at the 0.01 level (1-tailed).					

To assert these results research hypotheses were tested using Kendall's treatment and Spearman's rho and they give us the same results.

Research hypotheses were tested using Pearson correlation coefficient. Preliminary analyses were performed to ensure no violation of assumptions of normality and linearity. Table (4.7.a) shows that there are strong correlations between all proposed relations in the conceptual hypotheses, with (r) values ranging from (.423) to (.837) (p<.005) and the obtained correlation values are in the expected positive direction. Based on the results of Pearson correlation analysis which represent proposed linear relationship, all the research hypotheses were fully supported, the following table illustrates that

13- Discussion of the results:

By studying these results, we notice the following points: -

1- In the pre-test both groups results clarify that the students have low level in English language skills in common and they lack proficiency in communicative performance. They need a suitable program that may help in developing English language proficiency, especially their oral communication skills.

2- The sample of the study is studying law so they are in deep need to improve their speaking skills. The researcher adopted a task-based program for this purpose.

The control group haven't studied this program so when comparing between the degrees of the control group students in the pretest and their degrees in the post test we found that there is no change in most of them. That asserts the t This chapter has shown the statistical treatment of the results. It has shown great improvement in most communication skills. However, this improvement differed from skill to another. It has also shown how the performance of the experimental group on the task-based test was greatly improved on the post task-based test. It has also shown how their performance on the task-based test was greater than on the traditional test.

The next chapter will interpret and discuss these results. It will also suggest further researches and offer recommendations.

14- Findings

Through analyzing the results, it can be said that the main aim of this research has been achieved. As the 1st year students' communicative performance developed due to using the task – based learning program.

The significant differences of using the task – based learning program on developing the first-year students' communicative performance were clear. It was (19.65) at the level of (0.01).

The five research questions were answered, as texts related to law department were used in building the provided program. Also, an analytic communication rubric that contains the necessary communicative skills appropriate for the second-year students was presented; and a pre-post communicative performance test to measure the development in the students' communicative performance was also provided.

Finally, the four research hypotheses were verified through the statistical analysis of the results. So, the findings of the research concluded that using a task-based learning program is very effective in developing the first-year students' English communicative performance.

15- Difficulties of the study:

Difficulties related to students:

- Students don't practice oral communication skills effectively.

- Students at the university level resist English when it is irrelevant to their field of work.
- Students do not use language functions in oral communication as a whole appropriately.
- Students do not practice using communicating skills in daily life situations.
- Students have a negative attitude toward learning, namely they care about exam more than practicing the language in a correct way.
- They do not have the chance to communicate with native speakers during study.
- They do not use different available means: (T.V programs, magazines, internet, project team work and T.V movies) to improve their English language.

Difficulties related to curricula: -

- The subjects are not suitable for students' level to have their oral communication skills developed.
- The subjects lack of organized, effectiveness, and sufficient materials.
- The lessons lack of practice and examples related to students' real environment
- Lack of methods that focus on day to day effective patterns of oral communication skills.
- Lack of flexibility in instructional patterns.

- The students need to imply the day-by day learning objectives, define the goals for learning English orally, and balance between the four skills of English language.

 Difficulties related to university system. .

- Classes are over-crowded which makes it difficult for lecturers to tackle oral communicating problems and give attention to each one.
- Lack of staff in the English departments which leads to overload the lectures namely, they teach several different courses each semester.
- Physical environment prevents project team work.
- Lack of the training time to spend on laboratory to acquire a good level of oral communicative performance in English Language.
- Lack of courses that aim to improve oral communication performance.

 16- Recommendations

Based on the results of the current research, the following points may be recommended

- Students should be aware of the importance of EFL communicative performance
- Students should involve themselves with native speakers to acquire the language in a correct way.

- Using task-based instruction in teaching English, especially in teaching communication, should be put into consideration in EFL courses to adults.
- Time should be given to students to practice the EFL communicative performance in a non-threatening atmosphere.
- The educational system should depend upon different techniques of assessing the EFL communication skills such as: using visual materials like pictures and diagrams, collaborative tasks, discussions, and interviews.
- providing students with a suitable task- based instruction language learning.
- training teachers on developing and implementing the task-based programs and assessment instruments.

17- Suggestions for Further Research

The following research issues are suggested for further research:

1. Conducting a study that uses Task-Based Learning in teaching EFL in the various educational stages to investigate the effectiveness of task-based instruction in developing students' EFL skills.
2. Conducting a communication strategy training program to improve young learners' EFL communicative performance.

3. Investigating the effect of applying Task-Based instruction in faculties of Education to improve student teachers teaching skills.

4. Investigating the relationship between strategy training and EFL learner's language performance.

5. Conducting a longitudinal study using the Task-based Approach that starting with Participants in the 1st year and continuing with them until they are enrolled in the 4" year, in different faculties to examine the participants' teaching skills development in the practicum.

6. Exploring the relationship between EFL student's continuous participation in task- based Learning and affective variables such as motivation, cooperation and self-efficacy.

7. More studies need to be conducted to investigate the effect of affective variables such as self-esteem and self-confidence on EFL students' performance and career development.

8. The academic and professional preparation should put the work field needs and requirements into consideration, in order to match these market needs with the educational goals and strategies.

9. Conducting other similar research to investigate the impact of using task-based instruction on the student's communicative performance in real life situations after graduation.

18- Conclusion:

Based on the data analyzed for the study reported on chapter four, the following conclusions were drawn:

a) Statistical findings indicated that task-based learning produced positive results.

b) There is sufficient evidence about the-benefits- of task based learning, so that a task- based program can be implemented to improve EFL students' communicative performance.

c) There is evidence that the tasks and activities that depend on textbooks were used successfully to improve communicative performance.

d) The cyclic organization of the materials of these activities helped to reinforce the learning process;

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