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**A Hybrid Task Based Learning Program for
Developing Higher Education Students' EFL Speaking
Skills and their Attitude**

A Research Paper

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A Hybrid Task Based Learning Program for Developing Higher Education Students' EFL Speaking Skills and their Attitude

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Abstract

This study aimed at developing higher education students' EFL speaking skills and their attitude through using a hybrid task based learning program. To fulfill this purpose, these instruments were constructed; a pre-post EFL speaking skills test with a speaking scoring rubric and a pre – post attitude scale. The participants of the study were forty first year higher education students from Mansoura Higher Institute for Engineering and Technology. The study adopted the quasi-experimental design using two groups: the experimental group was taught through the proposed hybrid task based learning program while the control group studied through the regular instructional methods. Results of the study revealed that the experimental group students' EFL speaking skills were significantly developed and they outperformed their control group counterparts in their performance on these targeted skills in addition to developing their attitude towards EFL speaking skills and towards using the hybrid task based learning program as well. It was recommended that hybrid task based learning program should be used in EFL teaching to develop EFL speaking skills and other language skills. Besides, EFL learners should be provided with EFL speaking skills courses in which hybrid task based learning is employed.

Key words: *Hybrid Learning – Task-based Learning – Speaking Skills - Attitude*

المستخلص

هدفت الدراسة الحالية إلى تحسين مهارات التحدث باللغة الإنجليزية والاتجاه لدى طلاب التعليم العالي بواسطة استخدام برنامج تعلم هجين قائم على تأدية المهام. ولتحقيق هذا الغرض، تم إعداد واستخدام الأدوات الأتية (اختبار التحدث – ومقياس اتجاه) تم تطبيقها قبلًا ثم دراسة البرنامج وتطبيق الأدوات بعدًا. أجريت الدراسة على عدد أربعين طالب من طلاب المستوى الأول بمعهد المنصورة العالي للهندسة والتكنولوجيا (مجموعة تجريبية ومجموعة ضابطة). وبعد معالجة البيانات إحصائياً، أشارت النتائج إلى تحسن مهارات التحدث باللغة الإنجليزية لدى طلاب المجموعة التجريبية، بالإضافة إلى تحسن اتجاههم نحو ممارسة مهارات التحدث ونحو استخدام برنامج التعلم الهجين القائم على تأدية المهام أيضاً. وأوصت الدراسة باستخدام برنامج التعلم الهجين القائم على تأدية المهام في تدريس اللغة الإنجليزية لتحسين مهارات التحدث والمهارات اللغوية الأخرى بالإضافة إلى تزويد متعلمي اللغة الإنجليزية بمقررات تحدث تقوم على التعلم الهجين القائم على تأدية المهام.

المصطلحات : التعلم الهجين، التعلم القائم على تأدية المهام، مهارات التحدث، الاتجاه

Introduction and background

Effective EFL teaching and learning ensure the necessity of developing students' EFL speaking skills as speaking helps learners to communicate effectively. It is difficult to develop higher education students' EFL speaking skills. Therefore, educators must use the suitable technique to encourage their students to speak in their EFL classes. Technological advancement provides new opportunities for teachers to apply online resources to traditional classrooms. It makes both learning and teaching interesting and meaningful. New technologies motivate EFL learners to communicate expressing their thoughts and ideas. Hybrid task based learning is a learning method where instructors integrate technology in terms of giving series of tasks. A hybrid task based learning program is able to encourage EFL learners to communicate fluently.

Speaking is considered as the act of expressing ideas, feelings and thoughts orally using all body language gesture and style-anything to add meaning to a message (Hybels & Weaver, 2001). For Louma (2004), speaking is a way to distinguish aspects of speaker's personality and attitudes through the manner the spoken language sounds. Meanwhile, Kavaliauskienė (2006) considered speaking as a productive skill intending to facilitate communication. More recently, Andryani (2012) defined speaking skills as the ability to speak the target language to communicate with others mastering some sub skills such as accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility. According to (Gotz,2013 & Wang,2014) speaking skills include some sub-skills that should be acquired and mastered. These sub-skills are fluency, accuracy of words and pronunciation, range of words and grammar and appropriacy.

With regard to Amin and Marziyeh (2007) speaking aims at developing students' communicative skills. Being competent in speaking enables learners to express themselves and learn how to follow the social and cultural rules appropriate to each communicative situation. Fluency is essential in speaking, but if the conversation is full of grammatical errors, ideas will not get across so easily. Using grammar in situations will certainly help students speak more accurately (Coffin,2006).

In EFL learning, learners always give a high priority to speaking. Every learner hopes to be able to communicate orally using the language in real situations. So, if the learners find themselves with no opportunity to learn how to use the language freely and spontaneously, they may lose interest in learning. However, classroom observations in EFL speaking

classes have revealed that the primary focus of EFL teachers was always on speaking and writing skills, rather than on speaking and listening. Therefore, a lack of instruction focused on fluency development can cause problematic matters for learners in EFL classes. (Derwing, Murray & Thomson, 2008 ; Glover, 2011).

Some researchers such as (Torky, 2006; Ghany & Latif, 2012; Etomy, 2015; Elhassan & Adam, 2017; Abdelmageed & El-Naggar, 2018; Eissa, 2019; Novitasari ,2019; El Marakby,2020) focused on developing learners' EFL speaking skills in different stages through using different theories and strategies. Their studies indicated the weaknesses of learners' EFL speaking skill at all levels. They also suggested using different programs for improving learners' EFL speaking skills (e.g. task-based instruction program, dialogic teaching, digital storytelling, innovative approaches, collaborative learning and web 3.0 tools).

A number of studies were conducted in higher education to show the reasons behind EFL speaking difficulties such as (Zuheer, 2008; Abdullah & Patil ,2012; Gubaily, 2012; Al-Tamimi & Attamimi, 2018). Results of these studies indicated that EFL speaking difficulties include pronunciation, word choice and inability to express thoughts and ideas orally. They also found that the difficulties in developing speaking include negative linguistic transfer of Arabic, lack of appropriate methods, and lack of motivation.

Learners' EFL speaking skills are affected by some psychological elements; such as students' self-esteem, self-confidence, anxiety, motivation, self-efficacy and attitude. Attitude will be handled as one of variables in the current study as it plays a vital role in encouraging EFL learners to speak correctly and express their thoughts and ideas fluently.

According to, (Baker,1992; Eagly & Chaiken,1993) attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Language attitude is what natives of various languages show towards other languages and also towards their own language. Language attitude also indicates the state of mind of the people towards that particular language. Optimistic attitude towards the second language would lead the successful learning of the second language. If learners would not communicate with the native speakers of the target language, they would have a pessimistic attitude and not learn the target language conveniently. Whereas the emotional aspect considered the learning process as an emotional process influenced by several factors. This

aspect helps to specify the liking and disliking of the learners. The Inner state of mind affects the learners' attitude towards learning any foreign language (Feng & Chen; Kara,2009).

Saidat (2010) believed that learning a second language does not only depend upon language learning method but on learners' attitude towards it. Therefore, a number of studies have been conducted to assess the attitude of learners towards EFL learning such as (Fakeye,2010; Ghazvini & Khajehpour, 2011; Abidi,Pour-Mohamedi & Alzwari,2012; Youssef, 2012; Al Noursi,2013; Ahmed,2015; Eshghinejad,2016 & Asghar,Jamil,Iqbal & Yasmin,2018). These studies were conducted in non-native countries all over the world. Results of these studies indicated the influential role of learners' attitude in all aspects of language learning. They revealed that main cause of EFL learning difficulties was learners' negative attitude towards learning that language.

With the rise of educational technology, modern teaching and learning methods must be adapted. Distance learning is being used at a global scale and many educational institutions are starting to implement hybrid learning models. Hybrid learning is more than just tossing half of your syllabus into a virtual classroom. Instead, it is a comprehensive approach to combining the best parts of face to face and online learning to create the ideal learning experience. As Bonk (2011) asserted that hybrid learning enables learners to learn at any time and at any place. The face-to-face learning in conventional format has been transformed to increase more online learning environments (Wichadee, 2016). Although, online learning is becoming a preferred learning platform, face-to-face learning is not forgotten (Bonk & Wichadee, 2016).

The need to develop EFL teaching and learning motivates researchers to use modern educational technologies to provide education practices with more time and resources pressed on developing, deploying and implementing newly innovated technologies (e.g. ebooks, e-library,e-exams and e-schools). Hybrid learning and Task-based language learning have become effective trends in EFL teaching and learning. Thus, the present study proposed a hybrid task based learning program for developing higher education students' EFL speaking skills and their attitude. This program was designed based on the principles of the the social constructivism theory which indicates that learning is an active process where learners discover and construct their principles, concepts and facts. This theory emphasizes reciprocal teaching, peer collaboration, web quests,

anchored instruction and other methods that involve learning with others. In addition, it introduces instructors as facilitators not as teachers (Shunk,2000; Christie,2005).

Hybrid Task based Learning Program

Hybrid learning is one of the modern educational technologies methods where teachers instruct in-person and remote students at the same time. As Graham (2005) maintained, hybrid learning means using the best of the best online learning to enable classroom activities to be active and engaging learning experiences. According to, Collopy and Arnold (2009) hybrid learning is the most compatible teaching method for all student, as it combines the traditional and online learning. More recently, Pinto and Anderson (2013) defined hybrid learning (web-enhanced/assisted or blended learning) as a course that combines elements of face-to-face instruction with elements of distance learning. Moreover, hybrid learning is considered as the teaching methods of the future by many researchers such as (Collopy & Arnold, 2009; Dziuban,Graham, & Picciano,2014; Gómez & Duart,2012; Güzera & Canera, 2014; Bonk & Graham, 2006).

Some studies confirmed the advantages of hybrid learning in education such as (Garnham & Kaleta, 2002; Boyle, Bradley, Chalk, Jones, & Pickard, 2003; O'Toole & Absalom, 2003; Dziuban, Moskal, & Hartman, 2004; Lim & Morris, 2009; López-Pérez, Pérez-López, & Rodríguez-Ariza, 2011; Dziuban, Graham, & Picciano, 2014; Promsurin & Vitayapirak ,2015). These studies revealed that hybrid learning leads to expanding and developing learners' learning experiences. They also revealed some of the advantages of hybrid learning like; positive impact on students' academic achievement, student satisfaction, efficient use of resources, increasing students' communication abilities. Some other studies revealed that students who pursue courses based on hybrid learning are better motivated and pay more attention during the study process.

Hybrid learning has a great effect on learners' EFL speaking skills. Some researchers such as (Elsherbiney, 2019; Wang, Skehan & Chen, 2020) investigated the effectiveness of using the hybrid learning in developing EFL learners' speaking skills at various academic levels. Results indicated that hybrid learning had helped increase learners' communication skills in addition to their social interaction.

Task based Language Learning (TBLL) is a method of sequencing activities and it is sometimes called task based language teaching. According to Ellis (2003) Task- Learners- centered rather than teacher

controlled learning and focus on form (attention to form occurs within the context of performing the task; intervention while retaining 'naturalness'. Therefore, Task based language learning defined as a learner-centered approach to language teaching which aims at based Language Learning refers to teaching a foreign language which seeks to engage learners in interactional authentic language use by having them perform a series of tasks. It aims to both enable learners to acquire new linguistic knowledge and to produce their existing knowledge. Its main characteristics are; 'Natural' or 'naturalistic' use of language, developing learners' communicative competence by engaging them in meaning-focused communication through the performance of tasks. TBLL focuses on students doing meaningful tasks by using the target language and assessment is primarily based on task outcomes rather than accuracy of language form (Ellis & Shintani, 2014; Van den Branden, 2016). More recently, (Ahmed, 2019; Hishan,

2020) proved the effect of task based learning on developing learners' EFL speaking skills. Findings of these studies revealed the effectiveness of task based learning in developing learners' EFL speaking skills.

Integrating task based learning with technology is a solution to the weaknesses perceived in both traditional learning and online learning when giving tasks to learners. Some studies such as (Adams & Nik, 2014; Oskoz & Elola, 2014) revealed the positive effect of task-based language teaching assisted with technology on learners' EFL writing skills. More recently, Tusino, Faridi, Saleh and Fitriati (2019) indicated indicate that hybrid task-based language teaching and critical thinking have a significant effect on learners' EFL writing performance. Some other studies such as (Elahi & Heidar, 2020) investigated the effect of integrating hybrid task based learning on learners' EFL reading comprehension skills.

To conclude, in light of the previously mentioned literature review, it becomes essential to pay attention to the growing needs of the higher education students to speak fluently. Therefore, the present study was established with an aim of developing higher education students' EFL speaking skills and attitude towards EFL speaking skills and towards using hybrid task based learning. Thus, the current study aimed at investigating the effectiveness of using a hybrid task based learning program in developing higher education students' EFL speaking skills and their attitude.

The Pilot Study

A pilot study was conducted to document the current level of EFL speaking skills of first year higher education students (N=30) from Mansoura Higher Institute for Engineering and Technology. The following tables report the pilot results.

Table (1)
Results of the Pilot Study EFL Speaking Skills Test

Institution	N	Speaking Skills	Mean Score	SD	Percentage
Mansoura Higher Institute For Engineering and Technology	30	Fluency	0.93	0.535	50%
		Accuracy	0.98	0.561	48%
		Appropriacy	0.97	0.502	52%
		Using discourse markers	1.02	0.607	49%
		Responding and initiating	1.12	0.623	56%
		Total	5.02	0.701	51%

Results in Table (1) show that the percentage of students' mean ranks on the EFL speaking skills test is (51%). This means that those students need more improvement to be better and to develop their EFL speaking skills.

Table (2)
Results of the Pilot Study Attitude Scale

Domain	N	Mean Score	SD	Percentage
Attitude towards EFL speaking	30	18.2	2.48	%59
Attitude towards using hybrid task based learning	30	17.9	2.39	%52

Results in Table (2) show that the percentage of students' attitude scale towards EFL speaking skills scale was (%59) and the percentage of their attitude towards using the hybrid task based learning was (%52). This means that those students needed more improvement to develop their attitude towards EFL speaking skills and towards sing hybrid task based learning.

Statement of the Problem

Based on the previous review, the researcher's experience as an EFL instructor and the pilot study results, first year higher education students need to develop their EFL speaking skills and their attitude. Thus, the

current study aimed at investigating the effectiveness of using a hybrid task based language learning program in developing first year higher education students' EFL speaking skills and their attitude towards EFL speaking skills and towards using it.

Questions

The present study attempted to answer the following main question:

"To what extent can a hybrid task based language learning program develop first year higher education students' EFL speaking skills and their attitude?"

For research purposes, the following sub-questions were derived from the main question.

- 1) What are the components of the proposed hybrid task based language learning program required for developing first year higher education students' EFL speaking skills and their attitude?
- 2) What is the effectiveness of using a hybrid task based language learning program in developing first year higher education students' EFL speaking skills?
- 3) What is the effectiveness of using a hybrid task based language learning program in developing first year higher education students' attitude?

Purpose

The present study aimed at:

Developing first year higher education students' EFL speaking skills and their attitude through using a hybrid task based language learning program.

Hypotheses

This study tested the following hypotheses:

1. There is a statistically significant difference at (0.05) level between the mean ranks of the control group and that of the experimental one on the post administration of the EFL speaking skills test in favor of the experimental group.
2. There is a statistically significant difference at (0.05) level between the mean ranks of the experimental group on the pre-post administration of the EFL speaking skills test in favor of the post one.
3. There is a statistically significant difference at (0.05) level between the mean ranks of the control group and that of the experimental one on the post administration of the attitude scale in favor of the experimental group.

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4. There is a statistically significant difference at (0.05) level between the mean ranks of the experimental group students on the pre-post administration of the attitude scale in favor of the post one.

Definition of Terms

Speaking Skills

In this study speaking skills refer to the ability to communicate effectively in any time and in any situation expressing thoughts and ideas fluently. Speaking skills includes some sub- skills such as fluency, accuracy with words and pronunciation, appropriacy, using discourse markers correctly and responding and initiating.

Attitude

In this study attitude is considered as students' feelings, behaviors and beliefs towards EFL speaking skills to do some speaking tasks fluently through using Microsoft teams as a hybrid task based learning app.

Hybrid Learning (HL)

In this study, hybrid learning is defined as a learning method where some students attend class in-person, while others join the class virtually from home via Microsoft Teams to develop their EFL speaking skills and attitude.

Hybrid Task based Learning (HTBL)

For the purpose of this research (HTBL) is defined as a learning program in which students can do meaningful tasks using the target language inside the classroom and online using some Microsoft Office Apps to develop their EFL speaking skills and their attitude via using; Microsoft Outlook Mail and Microsoft Teams.

Method

Design

The study adopted the quasi-experimental design using two groups: experimental and control. The experimental group received the target six modules through using the proposed hybrid task based learning program, while the control group received them by using regular instructions. Both groups received the pre- post EFL speaking skills test to assess their targeted EFL speaking skills. They also received the pre-post attitude scale to assess their attitude towards EFL speaking skills and towards using the hybrid task based learning program as well.

Participants

Participants of the study were forty first year higher education students from Mansoura Higher Institute for Engineering and Technology. They

were trained on using the proposed hybrid task based learning program Apps; thus, it was expected that they would be qualified to use some Microsoft Office 365 Apps (such as; Microsoft office 365 powerpoint, Microsoft teams and Microsoft forms) through which the proposed hybrid task based learning program was presented. Participants were divided into two groups: control and experimental, and each group consisted of 20 students. The experimental group students were taught through the proposed program, while the control group students studied through regular instructions.

Instruments

The following instruments were designed and used:

1. An EFL speaking skills questionnaire to determine the necessary EFL speaking skills for the first year higher education students.
2. A pre-post EFL speaking skills test in addition to a speaking scoring rubric.
3. A pre-post attitude scale towards EFL speaking skills and towards using the hybrid task based learning program.

The Hybrid Task based Learning Program

The hybrid task based learning program was designed based on the main phases of ADDIE instructional design model which would be illustrated as follow;

Analysis

The Analysis phase was the foundation of all other phases of the instructional design. During this phase, students' needs were analyzed in addition to their textbook. It was found out that first year higher education students were in need to develop their EFL speaking skills and their attitude.

Design

After reviewing the literature on hybrid learning, task based learning, EFL speaking skills and attitude, the hybrid task based learning program was constructed. This program was designed based on the principles of the social constructivism theory. Those principles were reflected throughout the application of the target modules as students were able to collaborate, interact, share ideas and thoughts and give and receive feedback.

The program employed some Microsoft Office 365 Apps namely; Microsoft Teams, Microsoft Forms, Microsoft One drive, Microsoft Calendar and Microsoft Powerpoint. The Microsoft Office 365 Apps were used as follows:

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- Microsoft Account was used to enable the instructor to use all Microsoft Office 365 Apps in addition to enabling all the students to use them as well.
 - Microsoft Teams App was used to create and design the hybrid task based learning program.
 - Microsoft office 365 powepoint was used to make presentationa and record them as well.
 - Microsoft Forms App was used to create online quizzes for assessing the pupils' achievement during and after the program.

The general aims of designing the hybrid task based learning program were to encourage students to speak fluently, present several speaking tasks addressing students' individual differences, give the students the chance to speak using different tenses and structures and develop the students' attitude towards speaking skills.

Specific Objectives

These objectives specify what students were expected to achieve as an outcome of teaching through the proposed hybrid task based learning program. These objectives were; speak fluently with a logical flow, produce grammatical and pronunciation accuracy, use language appropriate to the situation, use discourse marks correctly and improve their attitude towards speaking in English.

Development

Microsoft Teams App was used as one of Microsoft office 365 Apps to create an educational closed team by using the personal Microsoft account which enabled the researcher to create a closed team named "English 1" via using Microsoft teams. This team helped both the researcher and the students to communicate with each other as they were able to ask and answer questions, call each other and send voicemails. Microsoft office 365 powerpoint app was used to present the electronic content. Moreover, it was used to make and record presentations. Microsoft forms were used to create some online quizzes for assessing the students' achievement. Microsoft One Drive was used to create and store all the needed files and data. Calendar was used to set the schedule and the plan of implementing the program. Each student would be asked to write her/his Microsoft account and password to join the team and use all the other apps presented through this program.

Implementation

This phase included promoting the students' understanding of the program, supporting the students' mastery of objectives and implementing the program.

Evaluation

Participants were told from the beginning that they will be assessed according to their doing to the target task. They also knew that the best task would be published on the program homepage weekly to encourage them to participate and develop their attitude towards the program. Formative and summative evaluation tasks were employed throughout the program. The final post EFL speaking skills tests was administered at the end of the program to measure students' overall development in EFL speaking skills.

The Experimental Treatment

An quasi-experimental design with one experimental group and one control group was used in the present study. The following steps were followed:

Pre- administration

Pre- administration was at the beginning of the first semester of the (2020-2021) academic year. Homogeneity between the control group and the experimental group was established through administering the EFL speaking skills test and the attitude scale to the participants before administering the hybrid task based learning program.

The administration

The hybrid task based learning program was implemented to participants of the experimental group. The control group had the regular EFL speaking instructional activities. Treatment was conducted during the first semester of the (2020/2021) academic year from the mid of October up to the mid of December. The treatment lasted for eight weeks, two sessions per week. Due dates for submitting the assignments were posted on Microsoft teams.

Post- administration

The post-administration of the instruments was conducted after the experimental treatment on Thursday 18th of December 2020. It was conducted to reveal the changes in first year higher education students' EFL speaking skills and their attitude. The post-administration was administered on both the control and experimental groups. In addition, the experimental group assignments were assessed and the best assignments were published. So, the post- administration aimed at measuring the effectiveness of proposed hybrid task based learning program in developing first year higher education students' EFL speaking skills and their attitude.

Results and Discussions

The results of the study were statistically analyzed test in terms of its hypotheses and they were discussed in the light of the theoretical background and related studies. Results of the study were reported as follows:

Testing the First Hypothesis

The first hypothesis stated that “There is a statistically significant difference at (0.05) level between the mean ranks of the control group and the experimental group students on the post administration of the EFL speaking skills test in favor of the experimental group.” A Mann-Whitney U Test for independent samples was used to compare the difference between the mean ranks of the experimental and control group students in the EFL speaking skills test after administering the cloud based collaborative learning program.

Table (3)
Results of the Control and Experimental Groups on the post Administration of the EFL Speaking Skills Test

Speaking Skills	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Fluency	Control	20	13.12	328.00	3	Significant at 0.05
	Experiment	20	37.88	947.00		
Accuracy	Control	20	13.10	327.50	20	Significant at 0.05
	Experiment	20	37.90	947.50		
Appropriacy	Control	20	13.62	350.50	14.5	Significant at 0.05
	Experiment	20	37.38	934.50		
Discourse marks	Control	20	15.00	375.00	2,5	Significant at 0.05
	Experiment	20	36.00	900.00		
Responding and Initiating	Control	20	13.16	329.00	4	Significant at 0.05
	Experiment	20	37.84	946.00		
Total	Control	20	13.00	325.00	0	Significant at 0.05
	Experiment	20	38.00	950.00		

Mann-Whitney U-values for the target EFL speaking sub-skills are (3, 20,14.5, 2,5 and 4 respectively) and they all are significant at sign level 0.05. This indicates that there is a statistically significant difference between the mean ranks of the control and experimental groups students’ at (0.05) level on the post administration of the EFL speaking skills test in favor of the experimental group. These differences are due to using the hybrid task

based learning program. Thus, the experimental group students outperformed their counterparts of the control group who learned through the regular traditional methods. Therefore, the first hypothesis of the study is verified and accepted.

Testing the Second Hypothesis

The second hypothesis stated that " There is a statistically significant difference at (0.05) level between the mean ranks of the experimental group students on the pre-post administration of the EFL speaking skills test in favor of the post one." A Wilcoxon Signed Ranks-Test for dependent samples was used to compare the difference between the mean ranks of the experimental students in the EFL speaking skills test before and after administering the hybrid task based learning program.

Table (4)

Results of the Experimental Group on the Pre-post- Administration of the EFL Speaking Skills Test

Reading Skills	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. (2-tailed)
Fluency	Negative Ranks	0	.00	.00	4.306	Significant at 0.05
	Positive Ranks	20	13	325		
	Ties	0				
	Total	20				
Accuracy	Negative Ranks	0	.00	.00	4.432	Significant at 0.05
	Positive Ranks	20	12.5	300		
	Ties	0				
	Total	20				
Appropriacy	Negative Ranks	0	.00	.00	4.567	Significant at 0.05
	Positive Ranks	20	13	325		
	Ties	0				
	Total	20				
Discourse Marks	Negative Ranks	0	.00	.00	4.299	Significant at 0.05
	Positive Ranks	18	12	276		
	Ties	2				
	Total	20				
Responding and Initiating	Negative Ranks	0	.00	.00	4.504	Significant at 0.05
	Positive Ranks	19	13	325		
	Ties	1				
	Total	20				
Total	Negative Ranks	0	.00	.00	4.382	Significant at 0.05
	Positive Ranks	20	13	325		
	Ties	0				
	Total	20				

Wilcoxon Z-values for the target EFL speaking sub-skills are (4.306, 4.432, 4.567, 4.299 and 4.504 respectively) and they all are significant at the level 0.05. Comparing the mean ranks in the pre- post administration of the EFL speaking skills test reveals that there are statistically significant differences between the mean ranks of the pre-post-administration of the EFL speaking skills test in the total score. These significant differences are in favor of the post-test.

The mean ranks of the experimental group students' post-test implies that the experimental group students' level in the overall EFL speaking skills test improved due to the hybrid task based learning program presented via Microsoft office 365 Apps (Microsoft account, Microsoft forms, Microsoft powerpoint and Microsoft teams). All these Apps were used to present the target modules and the extra speaking tasks such as open discussions about a specific topic, describing a picture and giving a presentation. This increase indicates the effect of the hybrid task based learning program. Accordingly, the second hypothesis of the present study is proved and verified.

Such results of the present study show that the experimental group achieved more development on the post administration of the EFL speaking skills test compared to the pre-test. This is consistent with the results of Farahani and Nejad (2009) who found the positive effects of task-based approach on speaking skill development. In addition to, Sariçoban and Karakurt (2016) who found that task-based activities improve learners' speaking skills in EFL classes. This result is also consistent with El Sherbiny (2019) who indicated that hybrid learning program is more effective than face to face learning in developing unvieresty students' English language skills in general and their EFL speaking skills in particular. The current study results also give monuments to Wang et al. (2020) which showed the effects of hybrid online planning and L2 proficiency on video-based speaking task performance. Results revealed that hybrid online planning improved speech accuracy and complexity. Theses results proved the benefits that can be acquired as a result of the integration of hybrid task based learning in developing students' EFL speaking skills.

Testing the third hypothesis

The third hypothesis stated that " There is a statistically significant difference at (0.05) level between the mean ranks of the control group and the experimental group students on the post administration of the attitude scale in favor of the experimental group." A Mann-Whitney U Test for independent samples was used to compare the difference between the mean ranks of the control and experimental group students in the post

administration of attitude scale towards speaking skills and towards using the hybrid task based program as shown in Table (5).

Table (5)
Results of the Control and Experimental Groups on the Post Administration of the Attitude Scale

Domains	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig. (2-tailed)
Attitude towards EFL speaking	Control	20	12.00	315.00	0	Significant at 0.05
	Experiment	20	35.00	940.00		
Attitude towards using hybrid task based learning	Control	20	12.00	315.00	0	Significant at 0.05
	Experiment	20	35.00	940.00		
Total	Control	20	12.00	315.00	0	Significant at 0.05
	Experiment	20	35.00	940.00		

Table (5) indicates that there is a significant difference at (0.05) between the mean ranks of the control and experimental groups in the post administration of the attitude towards EFL speaking skills and towards using hybrid task based learning scale.

Comparing the mean ranks of the experimental and control groups on the post administration of the attitude towards EFL speaking skills scale shows that the experimental group students mean ranks in the post attitude towards EFL speaking skills scale is (35), while the control group's mean ranks in the post attitude towards EFL speaking skills scale is (12). Besides, the experimental group students' mean ranks in the post attitude towards using the hybrid task based learning program is (35), while the control group's mean ranks in the same scale is (12). These values indicate the significant improvement of the experimental group students concerning their attitude towards EFL speaking skills and towards using hybrid task based learning over the control group. This implies the effect of the hybrid task based learning program on first year higher education students' attitude towards EFL speaking and towards using the proposed program. Based on the results shown in Table (5) the third hypothesis of the study is proved and accepted.

Testing the fourth hypothesis

The fourth hypothesis stated that " There is a statistically significant difference at (0.05) level between the mean ranks of the experimental group students in the pre and post administration of the attitude scale in favor of the post one." Results are presented in the following table. " A Wilcoxon Signed Ranks Test for dependent samples was used to compare the difference between the mean ranks of the experimental group pupils on the pre- post administration of self-efficacy towards EFL reading and writing skills as shown in Table (6).

Table (6)
Results of the Experimental Groups on the Pre-post Administration of the Attitude Scale

Domains	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. (2-tailed)
Attitude towards EFL Speaking Skills	Negative Ranks	0	.00	.00	4.367	Significant at 0.05
	Positive Ranks	20	11	314		
	Ties	0				
	Total	20				
Attitude towards Using Hybrid Task based Learning	Negative Ranks	0	.00	.00	4.352	Significant at 0.05
	Positive Ranks	20	11	314		
	Ties	0				
	Total	20				
Total	Negative Ranks	0	.00	.00	4.351	Significant at 0.05
	Positive Ranks	20	11	314		
	Ties	0				
	Total	20				

As Table (6) illustrates, Wilcoxon Z-values for the students' attitude towards EFL speaking and towards using the hybrid task based learning are (4.367 and 4.352 respectively) and they are significant at level (0.05). Comparing the mean ranks on the pre- post administration of the attitude towards EFL speaking and towards using hybrid task based learning program indicates the significant difference between the mean ranks before and after the administration of the attitude scale in favor of the post one . The greater mean rank of the experimental group's post-attitude scale

implies that the experimental group students' level in overall attitude towards EFL speaking skills developed due to the hybrid task based learning program.

Such result of the present study is consistent with Murad (2009) which revealed that task based learning program developed significantly the experimental group students' EFL speaking skills and their attitudes towards speaking English positively.

The Effectiveness of the Program

First, the effect size of the hybrid task based learning program on the pupils' EFL speaking skills was measured. The formula was: $r = z/\sqrt{N}$ (Cohen,1988). The following Table (7) illustrates the effect size of the hybrid task based learning program on the experimental group students' EFL speaking skills.

Table (7)
Level of the Effect Size of the Program on the Students'
EFL Speaking Skills

Independent variable	Domains of the dependent variable	Z	N	Value of (r)	Level of the Effect Size	
The proposed Hybrid Task based Learning Program	EFL Speaking Skills	Fluency	4.405	20	0.892	High
		Accuracy	4.33		0.875	
		Appropriacy	4.67		0.923	
		Discourse Marks	4.299		0.873	
		Responding and Initiating	4.40		0.895	
		Total	4.382		0.898	

Results in Table (7) illustrate the effect size for each EFL speaking sub-skill. The effect size (r) values are (0.892, 0.875, 0.923, 0.873 and 0.895 respectively). It is obvious that all these values exceeded (0.50) which reflects a high effect size for all the target EFL speaking sub-skills. The effect size can be explained as follows:

The effect size (r) values which ranged between (0.86 and 0.934) for the target EFL speaking sub-skills points to the high effect of the experimental treatment in this study. The hybrid task based learning program developed first year high education students' EFL speaking skills significantly.

Second, the effect size of the hybrid task based learning program on the students' attitude was measured. Results are illustrated in Table (8).

Table (8)

Level of the Effect Size of the Program on the Students' Attitude

Independent variable	Domains of the dependent variable	Z	N	Value of (r)	Level of the Effect Size
The proposed Hybrid Task based Learning Program	Attitude towards EFL Speaking Skills	4.387	20	0.937	High
	Attitude towards Using Hybrid task learning	4.437		0.915	
	Total	4.779		0.928	

Results in Table (8) illustrate the effect size values for the attitude scale towards EFL speaking skills and towards using hybrid task based learning. The effect size values are (0.937 and 0.915 respectively). These values are high which reflect the effect size of the proposed program on developing the experimental group students' attitude towards EFL speaking skills and towards using hybrid task based learning program.

To sum up, all the effect size values mentioned in Table (7) and Table (8) are higher than (0.5) which shows the great effect of the hybrid task based learning program on developing first year higher education students' EFL speaking skills and their attitude towards EFL speaking skills and towards using hybrid task based learning.

Conclusion

The results of this research revealed the effectiveness of using hybrid task based learning program in developing higher education students' EFL speaking skills and their attitude. These results give momentum to other studies that stressed the effect of hybrid learning on developing learners' English language skills such as El-Sherbiny (2019). In addition to giving further momentum to other studies that stressed the effect of using task based learning program on developing learners' EFL speaking skills such as Ahmed (2019) and Hishan (2020)

To sum up, it was concluded that using hybrid task based learning program could develop higher education students' EFL speaking skills and their attitude. With reference to the results of this study, the following points were revealed:

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1. Using hybrid task based learning program was effective in developing higher education students' EFL speaking skills.
 2. Using hybrid task based learning program was effective in developing higher education students' attitude.
 3. A curriculum developed based on hybrid task based learning can develop higher education students' achievement in general and their EFL speaking skills in particular.

Recommendations

A number of recommendations based on the results and the conclusions could be made as follows:

1. EFL learners should use hybrid task based learning programs to develop their EFL speaking skills and their attitude.
2. EFL instructors should be trained on using hybrid task based learning program in developing students' EFL speaking skills.
3. EFL Curriculum designers should take into their consideration the importance of embedding hybrid task based learning in the syllables of different stages.

Suggestions for Further Research

The following areas are suggested for further research:

1. Using hybrid task based learning to develop EFL learners' linguistic competence.
2. Using hybrid task based learning to develop EFL learners' written communication skills.
3. Developing other language skills among EFL learners such as reading and listening through hybrid task based learning.
4. Conducting new research to investigate the effect of hybrid learning on EFL learners' achievement.

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