

An Integrative Program based-on Communicative Language Teaching and Task-based learning to Develop Secondary Stages' Students' EFL Oracy Competences

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ABSTRACT

The present research aimed to develop secondary stage students' EFL oracy competences through the implementation of an integrative program based on Communicative Language Teaching (CLT) and Task-Based Learning (TBL). A quasi-experimental pretest–posttest design with experimental and control groups was adopted. The participants comprised sixty second-year secondary school students who were equally assigned to the two groups during the second semester of the 2025–2026 academic year. The study instruments included an EFL oracy competences checklist, which was validated by a panel of experts, an EFL oracy competences test, and observation sheet, administered before and after the treatment. The experimental group received instruction through the proposed integrative program, whereas the control group was taught using conventional methods. The results revealed statistically significant differences in favor of the experimental group in EFL oracy competences. The findings confirmed the effectiveness of the proposed program and demonstrated the large impact of integrating Communicative Language Teaching and Task-Based Learning on enhancing students' oral language performance and communicative abilities.....

Key words: Communicative Language Teaching, Task-Based Learning, EFL Oracy Competences, Secondary Stage Students, Egypt.

INTRODUCTION

EFL Oracy skills are considered one of the important skills that should be developed among learners. These skills enable them to comprehend both the spoken and listened language, allowing them to communicate in a simple and clear language. EFL Oracy is a term that refers to a person's skills to communicate properly. Oral language is, at its fundamental level, a means of communicating each other. It requires teachers and learners to consider the type of spoken English they use carefully and purposefully to communicate with confidence, appropriateness, and sensitivity (Millard, 2018).

EFL Oracy is the skills to express ideas effectively, understand the spoken language and to respond appropriately. The term was coined in (1965) by Andrew Wilkinson in order to highlight the significance of speaking and listening skills which have been neglected, and to acknowledge Oracy as being of equal importance to literacy and numeracy. Oracy is of major significance since it constitutes the basic form of communication among people to enable them to express themselves, their inner thoughts, feelings, opinions and ideas. Oracy is a unique characteristic of the human species and a key to the evolution and civilization (Tomasello, 2010).

EFL Oracy has been defined as a competence, consisting of a set of sub-skills, attitudes, and knowledge that enables young people to participate in meaning-making oral discourse and decision-making in linguistically, culturally, and semantically diverse contexts. The development of Oracy is thus closely connected with conceptual learning because the topics that are taken about matter. EFL skills should be developed because learners should become able to use their knowledge and their languages to shape the world and to initiate important transformations. ...

Learners develop oral competence gradually and learn from interactions with other people (Kaldahl et al, 2019). Spoken communication is foundational to education, in general, and language learning, in particular. It is the dominant way in which teachers instruct and learners learn and develop cognitively from teachers' or workplace (Goh, 2014). Hughes (2002) claimed that interaction amongst learners or between teacher and learners has an impact on language learning. Talk lies at the heart of language learning; it assists thinking and that means it assists learning.

Oracy skills include specific dimensions. Mercer, Warwick and Ahmed (2017), have presented an oracy skills framework that is situational and enables teachers to construct an oracy profile for their learners. This oracy framework consists of four areas (physical, linguistic, cognitive as well as social and emotional) that need to be accompanied by assessment tasks (i.e. map, talking points and presentation tasks). The map task as indicated by its name relies on creating a map to find hidden treasures through consulting peers and instructors.

The cognitive dimension refers to their capabilities to listen to others to build new knowledge for conveying meaning, focus on tasks, ask questions, summarize, give reasons and critically explore the provided ideas or views. The fourth dimension, the social and emotional, focuses on the learners' acquisition of self-assurance and turn taking (Bangkom, & Sukavatee, 2021).

Oracy competence is considered one of the fundamental components of language learning and effective communication. Listening represents the receptive aspect of oral communication, enabling learners to comprehend, interpret, and respond to spoken messages, whereas speaking represents the productive aspect through which learners express their thoughts, opinions, and feelings. The successful development of oracy competence depends on the integration of these two skills, as effective communication requires both the ability to understand spoken input and the ability to produce meaningful spoken output.

The development of EFL learners' oracy competences is closely associated with the principles of the Communicative Language Teaching (CLT) approach. CLT emphasizes the use of language for meaningful communication rather than the mere mastery of grammatical rules, thereby providing learners with opportunities to practice speaking in authentic and interactive contexts. Consequently, the Communicative Language Teaching approach contributes significantly to the enhancement of oral competence by promoting fluency, accuracy, and learners' confidence in using English for real-life communication. CLT provides opportunities to communicate in the target language to the learners. It encourages teacher-student and student-student interaction. It helps to encourage the cooperative relationship among students.

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CLT and Task-Based Learning (TBL) are closely related approaches that share the common goal of promoting meaningful communication and authentic language use. While CLT provides the theoretical foundation for developing communicative competence through interaction and learner-centered activities, TBL translates these principles into practice by engaging learners in meaningful tasks that require the use of language to achieve specific outcomes (Richards, 2006; Ellis, 2003). The integration of both approaches creates a communicative learning environment that encourages learners to negotiate meaning, exchange ideas, and participate actively in authentic situations, thereby enhancing their EFL oracy competences, including speaking, listening, fluency, and interactive communication skills (Nunan, 2004; Willis & Willis, 2007).

Nunan who integrated task-based learning to communicative teaching. The following features characterize Nunan's approach to language teaching: An assurance of learning to communicate through interaction in the target language. The introduction of authentic texts in learning situations. The provision of chances for learners to focus, not only on language but also on the learning tactic itself. An increase of the learner's own experiences as vital contributing elements to classroom learning. An attempt to link the classroom language learning process with language activities outside the classroom (Nunan, 1991). These characteristics reflect Nunan's adoption of task-based learning and how it leads to better communication inside and outside the classroom. He gives examples of tasks which help in achieving communication: problem-solving tasks, decision-making tasks, jigsaw, role- plays, simulations, oral discussions, and project work.

EFL Oracy skills are a fundamental component of communicative language competence, as they enable learners to communicate effectively in academic, social, and professional contexts. They involve not only speaking fluently and accurately but also listening actively, interpreting meaning, and engaging in meaningful interaction (Mercer, 2018; Goh & Burns, 2012; Richards, 2008)

EFL Oracy encompasses a range of interconnected sub-skills, including pronunciation, fluency, intonation, stress, turn-taking, appropriate vocabulary and grammar use, as well as pragmatic aspects such as coherence, politeness, and adapting language to different contexts and audiences (Bygate, 1987; Thornbury, 2005). Developing these skills enables learners to participate confidently and effectively in conversations, discussions, and presentations.

Effective Oracy instruction requires purposeful practice, authentic communication, and constructive feedback to help learners become confident and competent speakers (Nation & Newton, 2009; Mercer & Littleton, 2007). Its key sub-skills include reasoning and evidence, listening and responding, expression and delivery, and organization and prioritization, all of which contribute to learners' ability to communicate clearly, persuasively, and appropriately in a variety of communicative

situations.

Walker (2024) proposed a set of practical strategies to enhance EFL oracy education in the classroom. Setting clear objectives: Define specific oracy outcomes such as improving public speaking, conversation, and debating skills while fostering learners' social and emotional development.

Using formative assessment: Offer constructive feedback and encourage self-assessment and reflection to support continuous improvement and a growth mindset. Providing public speaking opportunities: Engage learners in presentations and debates using topics that match their interests and confidence levels. Motivate learners to develop their oracy skills beyond the classroom through personalized support, recognizing that oracy is a lifelong skill rather than an additional curriculum component (Walker, 2024).

Littleton, and Mercer, (2013) clarified that EFL Oracy skills help to boost confidence and self-esteem: Speaking up empower learners, allowing them to participate actively in class and connect with peers. Enhance critical thinking and collaboration: Discussions spark deeper understanding, encourage analysis and foster teamwork. Develop fluency and accuracy: Speaking practice exposes learners to real-time language use, improving their natural flow and accuracy.

EFL Oracy skills improve self-confidence, self-awareness, empathy and resilience, among other social, emotional, and interpersonal competences (Gaunt, 2018). Having the EFL Oracy skills and confidence to speak up and believe in one's sense of pleasure and well-being, as well as prevent loneliness that comes from a sense of being ignored (Omachonu& Akanya 2019). To Millard (2018), if a teacher teaches kids to speak, he gives them a chance to have their voice heard, and he gives them the power not to be ignored. EFL Oracy helps learners process their thinking and the ideas of others inspire them to make connections and come up with new understanding (Lifford et. al, 2000). They are the base for the other language strands. Therefore, Oracy skills are central components of the English language curricula for they provide the basis for growth in reading and writing abilities as well as vocabulary development.

Abdelhaq and Diyyab (2023) aimed to investigate the effectiveness of embodiment learning in developing EFL oracy skills and enhancing classroom engagement. The study adopted a one-group quasi-experimental pretest–posttest design. The participants consisted of 35 students enrolled at Future International and Language Schools in Sadat City, Menoufia Governorate, Egypt. To collect data, the researchers used an EFL Oracy Skills Test, a Classroom Engagement Scale, and an Observation Sheet, all administered before and after the intervention. The findings revealed statistically significant differences between the pre- and post-test scores in both EFL oracy skills and classroom engagement in favor of the post-administration, indicating that embodiment learning effectively enhanced students' oracy skills and increased their classroom engagement.

EL- Menshawy (2018) investigated the impact of the integrative suggested strategy, which is fundamentally based on integrating EFL oracy skills with metacognitive awareness within a blended learning environment, on developing the preparatory stage students' Oracy skills (listening and speaking skills). The study proved that there was a statistically significant difference between the results of the experimental group in the pre and post administrations of the listening and speaking checklist, in favor of post results.

Communicative Language Teaching (CLT) provides an effective framework for developing EFL oracy competences by engaging learners in authentic communicative situations. Through meaningful interaction, students enhance their speaking, listening, and communication skills, making oracy a central outcome of the communicative approach. CLT is an interactive approach that emphasizes developing learners' ability to communicate effectively in authentic situations. It integrates the syllabus, teaching materials, methods, teachers, and learners to promote meaningful language use. Rather than focusing solely on grammatical accuracy, CLT encourages learners to use English in real-life contexts, thereby enhancing their communicative competence and spoken language skills (Thamarana, 2015).

CLT is grounded in linguistic theories that emphasize language as a tool for communication. According to Richards and Rodgers (2001), CLT draws on Chomsky's (1965) cognitive view of language, which highlights learners' ability to generate grammatically correct sentences and develop communicative competence through meaningful language use.

CLT advocates designing learning activities that reflect learners' real-life needs and interests. Brandl (2008) emphasized that authentic, meaningful tasks engage learners and promote oral communication through purposeful interaction. Similarly, Savignon (1995, as cited in Syarief, 2016) stressed that language acquisition is influenced by the interaction of linguistic, cognitive, social, and individual factors, leading to the integration of communicative activities such as role plays, simulations, language games, and quizzes to foster communicative competence.

Richards and Rodgers (2014) and Rambe (2017) summarized the key principles of CLT learning theory. Learning is promoted through authentic communication. Meaningful language tasks facilitate language acquisition. Meaningful language enhances learners' engagement. Learning occurs through collaborative meaning-making. Interaction with teachers, peers, and proficient language users supports learning. Scaffolding from teachers or peers facilitates language development. Negotiation of meaning improves comprehension and communicative competence.

CLT and Task-Based Learning (TBL) are complementary approaches that promote meaningful communication in language learning. While CLT emphasizes using language for authentic communication, TBL translates this principle into practice through meaningful tasks that require learners to interact and achieve specific goals.

Mart (2018) referred to the following features of CLT is learner centered which emphasizes interaction in the target language. Developing communicative competence so that learners can use language correctly and appropriately is one of the CLT's key goals. When employing the CLT technique, learners are the main emphasis. The teacher as a facilitator organizes the learning environment and foster learner autonomy. Communication is a cornerstone in language teaching. Diversity is considered an essential part of language development. Culture has an instrumental role in structuring EFL communicative competence of learners. Language use indicates the competence development of the learners' ideational, interpersonal and textual functions.

Asmaa (2025) investigated the effectiveness of using an improvisational theatrical program based on the communicative language teaching approach to enhance Al-Azhar primary stage pupils' EFL speaking skills. The participants were sixty (60) sixth grade Al-Azhar primary stage pupils from Eitedal- Mabrouk Primary Model Institute, 10th of Ramadan City, Sharkia Governorate, Egypt. The study adopted the quasi-experimental research design. So, there were two groups: an experimental group (N = 30) and a control group (N = 30). To collect data, Asmaa used: an EFL speaking skills checklist, an EFL speaking skills pre- posttest and an EFL speaking skills rubric. The study results revealed that there were statistically significant differences between the results of the experimental and the control groups in the EFL pre-post speaking skills test, in favor of the experimental group.

Dos Santos (2020) outlined advantages, disadvantages and applications of CLT. The study reviewed some historical and some current papers related to how the CLT approach can be beneficial in the classroom environment. The result was provision of an effective overview which applies to language teachers to assist in locating and establishing appropriate teaching and learning strategies for their learners with different social and cultural backgrounds.

. Richards and Rodgers (2001) suggest that this is because tasks are done to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of foreign language learning. There are four criteria for an activity to become a task: The language is used rather than being learned, and also, there is a must to focus on meaning. Tasks must involve a certain level of gaps, for example, information gap, reasoning gap, or opinion gap. Rather than using the linguistic factors equipped beforehand, learners must use their linguistic and non-linguistic resources to complete tasks. The assessment is based on the outcome's achievement rather than the accuracy of language (Ellis, 2000).

These tasks come in two categories: real-world tasks and pedagogic tasks. Within a TBLT lesson, there are usually three consecutive phases, namely pre-task, main-task, and post-task. In the pre-task phase, a learner is prepared before the task performance, and then the main-task phase is when they are engaged in the task activities to facilitate language acquisition. Teachers only provide extra help if needed because it is a learner-centered approach (Niemeier, 2017). The final step is known as the post-task phase; learners review each other's performance and address any linguistic mistakes during the main-task phase.

According to Prabhu (1987), there are three basic types of tasks in Task-Based Language Teaching (TBLT): information-gap tasks, which require learners to exchange information to complete a task; reasoning-gap tasks, which involve using logic and inference to solve problems or make decisions; and opinion-gap tasks, which encourage learners to express and justify their personal views and preferences. These task types continue to serve as a fundamental framework in contemporary TBLT research (Ellis et al., 2020).

Swan (2005) highlights some characteristics of task-based language learning as follows; Tasks should be varied and engaging, using different formats and activities that motivate learners and allow them to choose appropriate language to achieve task goals. Tasks should be meaningful, relevant to learners' experiences, and applicable to real-life situations to enhance motivation and learning.

Abd El Monem (2015) investigated the effect of a task-based learning approach on developing university student-teachers' performance in teaching English. A group of 20 3rd year, faculty of education student-teachers were selected from October 6 University as an experimental group. Pre-post observation sheets were designed to determine the effect of the approach used before and after experimenting. The study provided evidence for the positive use of a task-based learning approach to enhancing student teachers' performance in teaching EFL.

Masoud (2018) investigated the effectiveness of a Task-Based Learning (TBL) program in developing EFL speaking skills and phonological awareness among 20 fourth-year English majors at the Faculty of Education, Minia University. The study used questionnaires to identify the required speaking and phonological awareness sub-skills, in addition to pre- and post-tests. The results indicated statistically significant improvements in both EFL speaking skills and phonological awareness in favor of the post-test.

2- Context of the Problem

An academic achievement gap exists between native and non-native English learners, highlighting the need to support EFL learners in achieving English proficiency from the early stages of education (Institute of Education Sciences, 2020).

Despite the recognized importance of EFL oracy competences, their development is hindered by linguistic challenges, teachers' limited awareness of oracy requirements, and their reluctance to enhance students' oral language abilities (Heron et al., 2021). Consequently, oracy competences receive insufficient attention in EFL classrooms. Moreover, previous studies (Abdelhaq, 2018; Elragall et al., 2022) have consistently reported deficiencies in EFL learners' oracy competences across

different educational stages.

To verify this problem, the researcher conducted a pilot study during the second semester of the 2024/2025 academic year. An EFL oracy competences test (Appendix A) was administered to 10 second-year secondary students at Al-Hosinia Secondary School for Girls, Sharkia Governorate. The findings confirmed students' low level of oracy competences.

The pilot study revealed that students experienced difficulties in participating effectively in oral interactions, discussing oral texts, identifying suitable titles, distinguishing sounds, stress and intonation patterns, and recognizing grammatical and ungrammatical utterances. Therefore, the current study seeks to address these deficiencies through implementing an integrative program based on Communicative Language Teaching (CLT) and Task-Based Learning (TBL) to develop second-year secondary students' EFL oracy competences.

3- Statement of the problem:

Second year secondary school students at Al-Hosinia School for girls in Hosinia city, Sharkia Governorate has difficulties in the oracy competences skills as revealed through the pilot study results. The present study was an attempt to answer the following main question and the respective sub- questions follows it: "What is the effect of an integrative program based-on communicative language teaching and task-based learning to develop secondary stages' students' EFL oracy competences skills? . This main question could be sub-divided into the following questions: What are EFL oracy skills targeted for developing' the secondary school students? ; How far do these students successfully perform these skills?; What is the frame of an integrative program based- on a communicative language teaching and task-based learning to develop secondary stages' students' EFL oracy skills?

4 Aim of the study

Identifying what is the effect of an integrative program based-on communicative language teaching and task-based learning to develop secondary stages' students' EFL oracy competences skills.

5- The Significance of the Study:

-For Secondary School Students

Enhancing students' EFL oracy competences, including speaking, listening, interaction, pronunciation, fluency, and communication strategies. Providing students with meaningful opportunities to use English in authentic communicative situations. Increasing students' confidence and willingness to communicate in English inside and outside the classroom.

- For EFL Teachers

Providing EFL teachers with an effective instructional framework that integrates the principles of Communicative Language Teaching and Task-Based Learning. mAssisting teachers in shifting from teacher-centered instruction to learner-centered communicative practices. Raising teachers' awareness of the importance of developing oracy competences as a central goal of language learning

- For EFL Supervisors

Offering supervisors insights into innovative teaching approaches that support the development of students' oral language abilities. Providing a model that can be used to evaluate and improve classroom practices related to communicative language teaching. Encouraging the adoption of effective strategies for enhancing students' communicative performance in English.

- For Curriculum Developers

Providing empirical evidence on the effectiveness of integrating CLT and TBL in EFL instruction. Highlighting the need to incorporate communicative and task-based activities into secondary school English curricula. Supporting the development of curricula that emphasize authentic language use and communicative competence. Encouraging the inclusion of learning tasks that promote interaction, collaboration, and meaningful communication.

- For Researchers

Enriching the body of literature related to Communicative Language Teaching, Task-Based Learning, and EFL oracy development. Opening new avenues for investigating the effectiveness of communicative and task-based approaches in different educational settings. Encouraging further research on the development of speaking, listening, interaction, and willingness to communicate among EFL learners. Offering validated instruments and procedures that may be adapted for future studies in language education.

6- Delimitations of the study:

A group of EFL second-year secondary school students at Al-Hosinia School for girls in Hosinia city, Sharkia Governorate. The participants were divided into control and experimental groups, 30 one each. EFL oracy competences skills targeted of the second-year secondary school students that were approved by the panel of jurors and copied with the review of literature and the National Curriculum Framework for English as a Foreign Language (EFL) provided by the Ministry of Education. Some units of the student' book (Hello! English) of second year of secondary school students.

7- Terminology of the Study:

Communicative language teaching: Nis a language teaching approach that aims to enhance second year of secondary school students' ability of expressing their ideas, responding to stimuli and interacting collaboratively with each other to be able to communicate with people in real life situations.

Task- based learning: refers to using a pre-task phase, a task cycle and a post-task language-focus stage to develop oral performance of the EFL secondary stage students .

EFL Oracy competences: are operationally defined as secondary school students' abilities to develop EFL oracy competences skills necessary for achieving positive communication through covering the various learning aspects (i.e. emotional and social, cognitive, physical along with linguistic) as part of their literacy education.

8- Design of the research

The current research adopted the quasi – experimental design. Sixty secondary stage students were randomly assigned to two groups, experimental and control, (30) students each. The experimental students received instruction through the integrative program based-on communicative language teaching and task-based learning for developing some of EFL oracy competencies skills. In the control group, received regular instruction. An EFL oracy competencies skills pre-posttest and observation sheet were administered to the two groups before and after the experiment.

Table (1): The experimental design (adapted: by the researcher)

group	Pre-test	Program	Post-test
Experimental group	-EFL oracy competencies skills - EFL oracy competencies observation sheet	integrative program based-on communicative language teaching and task-based learning	- EFL oracy competencies skills - EFL oracy competencies observation sheet
Control group		the traditional way	

- Participants of the research:

The participants included 60 secondary students, were assigned from at Al-Hosinia School for girls in Hosinia city, Sharkia Governorate ". They were randomly assigned into two groups, experimental (30) students and control (30) students. It was assumed that the participants formed a homogenous group as they were chosen randomly. In order to make sure that the development of some of the students' EFL oracy competences skills and EFL oracy competences observation sheet were attributed only to the effect of the program.

Students' age ranged from 17-18 years. All students were in second year secondary school. The EFL oracy competences skills and EFL oracy competences observation sheet targeted in the current study was also controlled before the study experiment

In order to investigate the equivalent of the two groups (the experimental group and the control group) at the pre-test; Independent samples t-test was used to identify the significance of difference between the mean scores of the experimental group and the control group. It is clear from table (2) that the calculated values of "t" were no significant which meant that there no difference between the mean scores of the two groups in EFL Oracy Competencies Skills. Table (3) shows that the values of calculated "t" are not significant in observation sheet. Thus; the two groups (the experimental group and the control group) are equivalent pre the implementation of the research experiment.

Table (2) :Both Groups homogeneity in EFL oracy competences skills

skills	Group	N	Mean	Std. Deviation	t-value	d.f	sig
Fluency	Experimental	30	5.57	1.01	1.170	58	No Significant
	Control	30	5.27	0.98			
Coherence	Experimental	30	5.30	0.75	.460	58	No Significant
	Control	30	5.20	0.92			
Grammar	Experimental	30	3.83	0.95	.133	58	No Significant
	Control	30	3.80	1.00			

Accuracy	Experimental	30	3.10	0.88	.558	58	No Significant
	Control	30	2.97	0.96			
Pronunciation	Experimental	30	5.27	0.78	1.047	58	No Significant
	Control	30	5.07	0.69			
Intonation	Experimental	30	6.30	0.99	.259	58	No Significant
	Control	30	6.23	1.01			
Interaction	Experimental	30	6.30	1.02	.616	58	No Significant
	Control	30	6.13	1.07			
Oracy Competences Skills	Experimental	30	35.67	2.86	1.499	58	No Significant
	Control	30	34.67	2.28			

Table (3) : Both Groups homogeneity in EFL oracy competence observation sheet

skills	Group	N	Mean	Std. Deviation	t-value	d.f	sig
Observation Sheet	Experimental	30	58.83	8.47	0.38	58	No Significant
	Control	30	59.63	8.00			

- The instruments of the study:

After reviewing the related literature and the previous studies related to EFL **Oracy Competences skills**. The following instruments were designed by the researcher in the light of the study independent variables including a checklist of EFL Oracy Competences skills, a test of EFL Oracy Competences skills, Rubric of EFL Oracy Competences skills, an observation sheet of EFL Oracy Competences skills, and program based on communicative language teaching and task-based learning.

9- Results & Discussion

There would be a significant difference between the mean scores of the experimental group and the control one in the EFL oracy competency skills post test results, in favor of the experimental group. There would be a significant difference between the mean scores of the experimental group in the pre/post administrations of the EFL oracy competency skills test results, in favoring of the post-result.

There would be a large effect of the study program based-on Communicative Language Teaching and Task-based on developing the EFL oracy competency skills of the experimental group. There would be a statistically significant difference between the mean scores of the experimental and that of the control group in the post administration of the EFL oracy observation sheet results, in favor of the experimental group.

There would be a statistically significant difference between the mean scores of the experimental group in the pre- post administrations of the EFL oracy observation sheet results, in favor of the post results. There would be a large effect of a program based on Communicative Language Teaching and Task-Based Learning on developing the experimental group's EFL oracy competency skills as measured by the EFL oracy observation sheet.

1- Hypothesis One

"There would be a significant difference between the mean scores of the experimental group and the control one in the EFL oracy competences' skills post test results, in favor of the experimental group". To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups (**Table 4**). The value of EFL Oracy Competences skills mean scores of the experimental group was (73.23) which is higher than that of the control group which was (40.33).

Table (4) shows the experimental group's scores were higher than those of the control group in the post-administration of EFL Oracy Competences skills test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the experimental group than the control group due to an integrative program based-on communicative language teaching and task-based learning. It is clear that the calculated value of "t" (=41.15) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance. Thus, the first hypothesis was accepted.

Table (4) Comparing both groups post results in EFL oracy competences' skills

skills	Group	N	Mean	Std. Deviation	t-value	d.f	Sig
Fluency	Experimental	30	10.57	2.10	10.74	58	Significant at (0.01)
	Control	30	6.00	1.02			
Coherence	Experimental	30	9.27	0.83	15.88	58	Significant at (0.01)
	Control	30	5.57	0.97			
Grammar	Experimental	30	9.33	0.80	16.35	58	Significant at (0.01)
	Control	30	5.70	0.92			
Accuracy	Experimental	30	7.53	0.57	18.39	58	Significant at (0.01)
	Control	30	3.93	0.91			
Pronunciation	Experimental	30	9.27	0.83	18.96	58	Significant at (0.01)
	Control	30	4.73	1.01			
Intonation	Experimental	30	13.53	1.22	17.80	58	Significant at (0.01)
	Control	30	6.97	1.61			
Interaction	Experimental	30	13.73	1.11	18.65	58	Significant at (0.01)
	Control	30	7.43	1.48			
Oracy Competences Skills	Experimental	30	73.23	3.08	41.15	58	Significant at (0.01)
	Control	30	40.33	3.11			

2- Hypothesis two:

"There is a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the EFL Oracy Competences test results, in favor of the post ones". To test this hypothesis, the data obtained from the pre posttest of the EFL oracy competences skills were treated statistically using the descriptive: Means and Standard Deviations, to show the significance of the differences (Table 5). The value of EFL oracy competences skills mean scores of the posttest was (73.23) which is higher than that of the pretest which was (35.67). The posttest's scores were higher than those of the pretest of EFL oracy competences skills test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the posttest than the pretest due to an integrative program based-on communicative language teaching and task-based learning.

It is clear from table (5) that the calculated value of "t" (=43.55) which is higher than the tabulated value of "t" with 29 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the pre posttest reached the level of statistical significance. Thus, the second hypothesis was accepted.

3- Hypothesis three:

"There would be a large effect of the study program based-on communicative language teaching and task-based on developing the EFL oracy competences skills of the experimental group". To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated, using the following equations.

$$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1-\eta^2}} \quad \eta^2 = \frac{t^2}{t^2 + df}$$

ETA squared was 0.97 reflecting its practical significance. And in the light of this, It can be said that 97% of the variations between the scores of secondary stages' students could be due to using an integrative program based-on communicative language teaching and task-based learning, and the effect size (d) = 10.81 and that there was large effect and educational importance for improving and developing EFL oracy competences skills, The effect size d is large as it is more than 0.80. These gains confirm that the using of an Integrative program based-on communicative Language teaching and task-based learning was effective in developing EFL oracy competences skills.

Table (5) Comparing the experimental group pre to post results in the EFL Oracy Competences test

skills		N	Mean	Std. Deviation	t-value	d.f	Sig
Fluency	Pre test	30	5.57	1.01	12.836	29	Significant at (0.01)
	Post test	30	10.57	2.10			
Coherence	Pre test	30	5.30	0.75	18.743	29	Significant at (0.01)
	Post test	30	9.27	0.83			
Grammar	Pre test	30	3.83	0.95	23.058	29	Significant at (0.01)
	Post test	30	9.33	0.80			
Accuracy	Pre test	30	3.10	0.88	23.348	29	Significant at (0.01)
	Post test	30	7.53	0.57			
Pronunciation	Pre test	30	5.27	0.78	19.664	29	Significant at (0.01)
	Post test	30	9.27	0.83			
Intonation	Pre test	30	6.30	0.99	25.255	29	Significant at (0.01)
	Post test	30	13.53	1.22			
Interaction	Pre test	30	6.30	1.02	29.466	29	Significant at (0.01)
	Post test	30	13.73	1.11			
Oracy Competences Skills	Pre test	30	35.67	2.86	43.55	29	Significant at (0.01)
	Post test	30	73.23	3.08			

Table (6) Cohen's Effect Size for the Experimental Group's Pre-Post EFL Oracy Competences Test

Skill	t. value	d.f	Sig	² η	d	Effect size
Fluency	10.737	58	at (0.01)	0.67	2.82	Large
Coherence	15.88	58	at (0.01)	0.81	4.17	Large
Grammar	16.35	58	at (0.01)	0.82	4.29	Large
Accuracy	18.39	58	at (0.01)	0.85	4.83	Large
Pronunciation	18.96	58	at (0.01)	0.86	4.98	Large
Intonation	17.80	58	at (0.01)	0.85	4.67	Large
Interaction	18.65	58	at (0.01)	0.86	4.90	Large
Oracy Competences Skills	41.15	58	at (0.01)	0.97	10.81	Large

4- Hypothesis four

"There would be a statistically significant difference between the mean scores of the experimental and that of the control group in the post administration of the EFL oracy observation sheet results, in favor of the experimental group". To verify this hypothesis, data were treated statistically. Means, standard deviation, to show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups.

Table (7) shows that the value of EFL oracy observation sheet mean scores of the experimental group was (95.80) which is higher than that of the control group which was (63.43). the experimental group's scores were higher than those of the control group in the post-administration of EFL oracy observation sheet test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the experimental group than the control group due to an integrative program based-on communicative language teaching and task-based learning.

It is clear from table (7) that the calculated value of "t" (=16.91) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance. Thus, the fourth hypothesis was accepted.

Table (7) Comparing both groups post results in EFL oracy observation sheet results

skills	Group	N	Mean	Std. Deviation	t-value	d.f	Sig
Oracy Observation	Experimental	30	95.80	7.35	16.913	58	Significant

sheet	Control	30	63.43	7.47			at (0.01)
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5- Hypothesis five:

There would be a statistically significant difference between the mean scores of the experimental group in the pre- post administrations of the EFL oracy observation sheet results, in favor of the post results. To test this hypothesis, the data obtained from the pre posttest of the EFL Oracy Observation sheet were treated statistically using the descriptive: Means and Standard Deviations, to show the significance of the differences, (Paired Samples Test: t-test) statistics.

Table (8) shows that the value of EFL Oracy Observation sheet mean score of the posttest was (95.80) which is higher than that of the pretest which was (58.83). As table (8) shows the posttest's scores were higher than those of the pretest of EFL oracy observation sheet test. It also shows the increasing homogeneity (=Std. Deviation/ Mean) of grades of the posttest than the pretest due to an integrative program based-on communicative language teaching and task-based learning.

It is clear from table (8) that the calculated value of "t" (=17.52) which is higher than the tabulated value of "t" with 29 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the pre posttest reached the level of statistical significance. Thus, the fifth hypothesis was accepted.

Table (8) Comparing the experimental group pre to post results in the EFL Oracy Observation sheet

skills		N	Mean	Std. Deviation	t-value	d.f	Sig
Oracy Observation sheet	Pre test	30	58.83	8.47	17.52	29	Significant at (0.01)
	Post test	30	95.80	7.35			

6- Hypothesis six:

"There would be a large effect of a program based on Communicative Language Teaching and Task-Based Learning on developing the experimental group's EFL oracy competency skills as measured by the EFL oracy observation sheet." To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated, using the following equations.

$$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1-\eta^2}} \quad \eta^2 = \frac{t^2}{t^2 + df}$$

ETA squared was 0.83 reflecting its practical significance. And in the light of this, It can be said that 83% of the variations between the scores of Secondary Stages' Students could be due to using An Integrative Program based-on Communicative Language Teaching and Task-based learning, and the effect size (d) = 4.44 and that there was height effect and educational importance for improving and developing EFL Oracy Observation sheet.

The effect size d is large as it is more than 0.80. These gains confirm that the using of An Integrative Program based-on Communicative Language Teaching and Task-based learning was effective in developing EFL oracy observation sheet.

Table (9) Cohen's Effect Size for the Experimental Group's Pre-Post EFL Oracy Observation sheet

Skill	t. value	d.f	Sig	η^2	d	Effect size
Oracy Observation sheet	16.91	58	at (0.01)	0.83	4.44	Large

The findings revealed that the experimental group outperformed the control group on the post-administration of the EFL oracy competence skills test, indicating the effectiveness of the program in improving students' oracy competence. The results demonstrated a noticeable improvement in the performance of the experimental group from the pre-administration to the post-administration of the EFL oracy competence Skills Test, reflecting the progress achieved after participating in the program.

The findings indicated that the program based on the Communicative Approach and Task-Based Learning had a large effect on developing the EFL oracy competence skills of the experimental group. The results of the observation checklist showed that the experimental group achieved higher performance than the control group in the post-administration, reflecting an improvement in students' actual use of oracy competence skills.

The comparison between the pre- and post-administrations of the observation checklist confirmed a significant improvement in the practical performance of the experimental group in EFL oracy competence skills following the implementation of the

program. The effect size indices obtained from the observation checklist demonstrated that the Communicative Approach and Task-Based Learning program had a substantial impact on enhancing the EFL oracy competence skills of the experimental group, confirming its effectiveness in improving students' communicative performance.

CONCLUSION & RECOMMENDATIONS:

English language teachers should adopt communicative and task-based learning in teaching speaking and listening skills to provide students with meaningful opportunities for authentic language use.

Curriculum developers are encouraged to integrate communicative activities and real-life tasks into secondary school English language textbooks in order to enhance students' oracy competences.

Teacher preparation programs and professional development courses should provide EFL teachers with adequate training on the effective implementation of Communicative Language Teaching (CLT) and Task-Based Learning (TBL).

Educational authorities should encourage the use of learner-centered instructional strategies that promote interaction, collaboration, and active participation inside the classroom.

Assessment practices should move beyond traditional written examinations and incorporate performance-based assessment tools that measure students' speaking and listening abilities in authentic contexts.

Suggestions for Further Research

Investigating the effectiveness of Communicative Language Teaching and Task-Based learning in developing EFL oracy competences among primary school pupils and preparatory school students.

Examining the impact of integrating technology-enhanced learning environments with CLT and TBL on improving learners' oral communication skills.

Conducting comparative studies between Communicative Language Teaching, Task-Based Learning, and other contemporary instructional approaches in developing EFL speaking and listening skills. Exploring the effect of task-based communicative programs on reducing speaking anxiety and increasing learners' willingness to communicate in English..

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