

The Effect of Task-Based Language Teaching on Aspects of Speaking Skills

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Abstract

Task-based language teaching (TBLT) is a communicative approach to language learning that emphasizes the use of language in real-life situations. It involves learners working on tasks that are meaningful and purposeful, which can help increase motivation and engagement. This study provides an overview of an experiment conducted to examine the impact of TBLT on students' speaking skills. The participants were 72 grade 10 students who joined a TBLT programme for a period of one semester during 2022-2023 in one of the schools called (Soran Co-educational High School) in Soran, Iraqi Kurdistan. A quasi-experimental pre-test and post-test research approach was utilized to answer the research questions. The results revealed that there was an increase in all five language proficiency measures (fluency, vocabulary, grammar, pronunciation, and grammar pronunciation). The test scores indicated that TBLT improved the students' speaking skills and had a great impact on fluency in particular. In conclusion, by addressing the identified challenges and further supporting the implementation of TBLT, educators can enhance students' oral proficiency and promote effective language learning in the selected educational context.

Keywords: EFL students, Teaching Methods, TBLT, Tasks, Speaking Skills.

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1. Introduction

Involving and assisting students in the learning process is a goal in language teaching. The language learning environment includes instructional activities, which are crucial elements that "hold a central place" in the process of teaching (Ellis, 2003, p.1). The kind of task utilized during education may have a favourable impact on how well students do. Because of this, the course or curriculum designer aims to provide assignments that encourage a language learning setting in which the students may be active and encouraged in their efforts to speak fluently and effectively (Ellis, 2003; Willis, 1996). Task-Based Instruction (TBI) gives possibilities to utilize efficient and meaningful tasks, which encourages communicative language usage in the language classroom. This is one technique to establish this language learning setting (Seyyedi et al., 2023).

While some instructors contend that the conventional approaches involve stages that are predetermined, giving instructors a clear plan of what they must do (Skehan, 1996), other researchers stress the significance of a task-based approach to communicative teaching, which gives teachers and students more freedom to come up with their own processes to increase the effectiveness of their

communication (Bhandari, 2020; Ellis, 2018; Ellis et al., 2019). Thus, task-based teaching could be characterized as an approach that familiarizes the students with a learning situation that necessitates using the target language via communicative tasks, in which the act of utilizing the language itself is valued more highly than merely producing the appropriate grammatical structures. As a result, TBI is regarded as a new version of Communicative Language Teaching (CLT), considering genuine and meaningful conversation to be the fundamental aspect of language acquisition (Ashrafi, 2020; Richards & Rodgers, 2001).

It is a struggle for teachers in Kurdistan to develop highly motivated English-proficient learners. Therefore, it is important to investigate how TBLT supports this. Investigating learners' speaking abilities also involves looking at their sentence structure, disfluencies, lexicon, morphology, pronunciation, and vocabulary (Muhamad et al., 2013). As a result, by assessing learners' English speaking ability, especially in regard to its fluency, correctness, and complexity, the current research contributes to the body of literature already in existence. Furthermore, as motivation is a key factor in learners' success in speaking, the relationship between learners' speaking performance and motivation cannot be disregarded. As a result, the current study's objectives and research questions were created to close this gap.

The significance of the current research comes from the fact that it was the first effort to implement communicative activities in Kurdistan as part of a prescribed speaking development program for EFL students. In Kurdistan's schools and institutes, the research may help to rethink and redesign speaking courses as part of the curriculum renewal process. This may in turn inspire a more complete investigation of task-based teaching in all language domains. Teachers who have some background in task-based speaking teaching may find it easier to

create projects that are more narrowly focused on the requirements of their own learners and more flexible to change as needed.

2. Literature Review

Currently, task-based language teaching (TBLT) is a subject in language teaching that is attracting a lot of attention. Scholars have paid close attention to the difficulty of a task (what makes it harder or easier to do) and have carefully looked at the factors that affect how well language learners do in language teaching activities (Seyyedi et al., 2014). Task-based language teaching is covered in-depth and is given frameworks in books by Nunan (2004), Edwards and Willis (2005), Shehadeh and Coombe (2012), and more recently Ellis, Skehan, Shintani, and Lambert (2019).

With the emergence of TBLT in recent decades, several studies have investigated its impact on language learning skills, including speaking (Melati, 2022; Muntrikaeo & Poonpon, 2022; Omar et al., 2021; Shirvani et al., 2022; Sugianto et al., 2020; Ulla, 2020; Winarto & Aprianti, 2022).

In the first study that is investigated in this section, Shirvani et al. (2022) evaluated how flipped TBLT affected the speaking abilities and attitudes of EFL learners. Sixty EFL Iranian students from four intact courses were divided into control and experimental groups. A questionnaire and two speaking tests regarding the participants' opinions of flipped TBLT were used to gather the results. Participants' speaking test average scores were included in an analysis of covariance (ANCOVA). Additionally, the results of the participants' responses to the questionnaire questions were presented using descriptive statistics (frequency and percentage). The influence of Flipped TBLT on the speaking abilities of EFL learners was shown by the results. Additionally, it was discovered that the participants' opinions regarding flipped TBLT in the experimental groups improved.

Speaking motivation and attitude of Thai learners in a task-based language class were considered in Ulla`s (2020) study. In his study, 137 EFL students participated, and the researcher used a survey to gather the data. Overall, the results showed that with regard to learning English in a task-based language learning classroom, Thai EFL learners still have a high level of motivation, even though they admittedly lack the vocabulary and confidence to use English in their interactions, both outside and inside of the classroom.

Omar et al. (2021) looked at the impacts of task-based language teaching on learners` speaking skills in their study. Their research's goal is to determine how well TBLT works in Singapore's primary schools to educate learners` speaking skills. Although this particular set of learners are native Malay speakers, they are unable to speak the language fluently and have restricted vocabulary. To ascertain if there are any significant variations in the pre-and post-test scores for language structure, vocabulary, and fluency among the treatment group, this research used a quasi-experimental pre-post-test design for non-equivalent groups. After that, the scores are contrasted with the control group, which employs the traditional method. The results demonstrate that the pre-test and post-test scores for the treatment group changed significantly. The scores attained by the control group did not significantly vary. It follows that TBLT could be applied to teaching speaking skills to students who need practice using the language.

In the same vein, Melati (2022) scrutinized the effectiveness of task-based language teaching in fostering Indonesian students` speaking skills. This research performed a thorough examination of the available literature from multiple sources. As a result of the discussions, it is known that TBLT helps students become more competent in English. First, TBLT may be used to improve learners' oral fluency. Second, TBLT may help learners communicate more accurately. Thirdly, TBLT encourages learners to talk more confidently. To successfully

employ TBLT, however, English instructors must overcome a number of obstacles.

In another work, Winarto and Aprianti (2022) investigated the improvement of students' fluency in speaking skills through task-based language teaching. In particular, the learners are given four varied tasks: a problem-solving task, an ask-and-answer task, a sequencing task, and a visual narration task. The participants were chosen from 28 students in the eleventh grade at one technical school. Six students were selected as the representatives from a total of twenty-eight pupils, and their speaking ability was evaluated in terms of grammatical correctness, speech rate, and segmental mistakes. The results showed that task-based language instruction helps students become more fluent speakers. Learners' speech output, particularly in terms of speech rate, segmentation, and rhythm, improved. The use of task-based language education received favourable feedback from the students about the many facets of English pronunciation awareness. Additionally, the results of each meeting's observation and student interviews showed that the learners' engagement in speaking English had improved.

Finally, in India, to evaluate the effectiveness of task-based language teaching in boosting the speaking fluency of learners, a study was conducted by Mizoram and Sripada (2020). Through task-based language instruction, their research intended to increase the learners' oral fluency in the target language. The assignments gave the students the chance to practice their language skills, enabling them to communicate with others in the target language. The assignments assigned to the students have been meaning-focused since they have a specific consequence and help the students achieve their objective of learning the target language. The pre-task was carried out to get the pupils ready to perform confidently and to encourage acquisition. After that, a post-task was administered in order to assess the success of the instructional intervention

program. The fluency of the target language was evaluated using activities including visual stories, noticing discrepancies, planning a vacation, rearranging phrases, and speaking on a subject. Comparing the spoken fluency of English language learners to their current level, the research showed an improvement. Learners must engage in meaningful conversations in order to communicate with others. A task, in accordance with task-based language education, will allow the learner to concentrate on interaction and enhance speaking skills in natural situations. Activities that require students to complete a communication assignment motivate, expose, and employ them. Due to the fact that activities provide students with the chance to practice speaking the target language fluently, all of the study's findings point to the necessity of task-based education for the development of speaking fluency.

As could be observed from the above studies, task-based language teaching is an effective method to improve students' speaking skills in different parts of the world. However, the application and evaluation of this method are not clear in Iraq, particularly in the region of Kurdistan. Therefore, this study attempts to cover this significant area of research and investigate the impact of TBLT on the speaking skills of students in Iraqi Kurdistan. The researcher attempted to reach the outcome of this research study by answering these two main questions:

1. What is the effect of TBLT on the speaking performances of Kurdish EFL learners?
2. Which aspect of speaking improves more when task-based language teaching is applied?

3. Methodology

3.1 Research Design

While the application of quantitative methodologies is often connected with an experimental research design, in a quasi-experiment qualitative data may be gathered (Bryman, 2012). The current study used a quasi-experimental pre-/post-test research approach to answer the research questions. By not manipulating or interfering with the classroom environment by putting participants in groups that are different from those they typically work in, a quasi-experimental approach has a high level of ecological validity (Mackey & Gass, 2005). The purpose of this research, as stated earlier, was to look at how task-based language teaching (TBLT) affects students' speaking skills. Because it was not feasible to randomly allocate people to groups, two intact groups were chosen for this investigation (Gay, Mills, & Airasian, 2011). The experimental group, group A, and the control group, group B, were randomly divided into two groups. During one semester, group A received instruction using the TBLT, while group B received instruction using the conventional technique. After the semester was over, a post-test was administered to both groups.

3.2 Participants (Students)

In this study, 72 grade 10 students were selected from one of the schools in Soran City named (Soran Co-educational Secondary School) as the main participants. The students were from both genders (33 males and 39 females). Their age range was from fifteen to seventeen. They were studying in the first semester of the 2022-2023 academic year at the time of data collection. Learning English for these students is a foreign language and they study English twice a week and overall about three hours weekly. Their school was located in Soran, Iraqi Kurdistan. The school was chosen because it is a mixed school and located in the city centre, which could be a representative sample.

Table 1

Demographic information of students

	Group	Female	Male	Total
1	Experimental	18	18	36
2	Control	21	15	36
Total				72

3.3 Instructors

Overall, there were two instructors who taught the two groups of students. They were teachers of both groups of students. Pseudonyms are used for the teachers.

3.4 Research Instruments

Pre-test, intervention, and post-test were the three primary components of the quasi-experimental investigation. One week before the intervention, the pre-test was given. Four items were utilized to assess the main dependent variables during the pre-test phase. The speaking exam was given to the learners after these two tests were given to them at the first session of the first week. The speaking exam, which was done separately, needed to be completed in one week. The pre-test assessments were given to students before the intervention in order to gather data on their prior desire to learn and speak English as well as evaluate their degree of speaking proficiency at that time. Data collection was carried out directly following the conclusion of the intervention to reduce the impact of the time gap and to prevent the impact of any possible future variables. To gather information on whether the intervention had any impacts on learners' motivation and performance in speaking the post-test instruments were employed.

3.4.1 Pre-test & post test

The researcher developed and implemented a pre- and post-speaking test. The improvement made by the experimental group might be linked to the course they had attended since it was utilized to ensure that learners in both groups were speaking at the same level before the trial began. It served as a post-test to examine how well the suggested task-based program had developed the chosen speaking abilities. Nevertheless, two versions (A and B) of the tasks were developed in order to reduce the likelihood of learning from pre-tests to post-tests and any possible test effects (Marsden & Torgerson, 2012).

The test was created by defining the abilities tested by the test, choosing the proper genres to consider when designing test assignments, and analyzing preliminary studies (Bygate, 2009; Luoma, 2004; Wulandari, 2019; Zhao, 2013) on how to establish speaking tests in various contexts.

The pre/post-speaking test's final version comprised a warm-up phase and some parts, or interactional activities, that corresponded to those taught throughout the courses. It was updated following a pilot study.

The goal of the warm-up phase was to orient the examinee to the test, provide a welcoming environment, and elicit greetings (hello, how are you, how is everything, and so on). This was facilitated by the examiner's comments and a few simple questions that focused on eliciting "small talk". At this point, short turns were more frequent; typically, there were more impromptu phrases than orderly sentences.

The primary interview consisted of a series of tasks designed to prompt learners to show their performance in various contexts. Every task shows a certain genre or macro function and subsequently involves additional sub-functions the student had to execute.

The interview concluded with a short "winding down" phase designed to reassure the students and encourage them to utilize phrases associated with taking a leave of absence (goodbye, great to meet you, it was nice speaking with you, etc.).

Before the exam was given, the roles and sub-roles in each portion as well as the accompanying speaking abilities were established procedurally. This made it easier to choose assignments that, to the greatest extent possible, represent the topics covered throughout the program.

3.4 Measures of Language Production (CAF)

Language assessment, according to Bachman & Palmer (2010, p.33) is used as “a tool to enable teachers or researchers to make inferences about students’ language ability and their performance on tasks”. In this investigation, the speaking test was utilized to collect data on the learners' complexity of speech (length of Analysis of Speech unit (AS-units)), accuracy (errors per 100 words), and fluency (average pause length) in order to observe the effect of different instruction during the intervention. An AS-unit is “a single speaker’s utterance consisting of an independent clause or sub-clausal unit, together with any subordinate clause(s) associated with it” ([Foster et al. 2000, p. 365](#)).

3.5 Instrument Validity

Five EFL testing specialists as well as TEFL university professors, and lecturers, were given the primary version of the test, which consisted of eleven tasks, to assess its tasks regarding (a) quantity of tasks and propriety to the functions measured, (b) appropriateness of the tasks to the linguistic level of grade 10 students, and (c) appropriateness of the test to evaluate the intended skills. The exam was largely found to be valid since it typically tested the things it was designed to measure. Also, the exam addressed grammatical competence as well as a few components of discourse and pragmatic competencies with

regard to the communicative competence model used in the present research to assess construct validity. Four criteria—vocabulary, grammar, fluency, and pronunciation—were used to evaluate the examinees' ability to use language at every turn. The students' capacity to organize their thoughts and make their comments relevant served as proof of their discourse competency. It was also evident in their capacity to sustain a logical stream of words throughout the course of a single or a series of statements. The contributions' relevance to how the students supported the interlocutor's turns and what had come before were also evaluated here. Throughout the test interaction, students were supposed to carry out a number of tasks, including jobs, movies, shopping, restaurants, hotels, sports, weather, school, daily routine, directions, travelling as well as other tasks that came up during contact.

3.6 Instrument Reliability

By evaluating the consistency of the ratings given by the three raters who scored the exam, we were able to determine the reliability of the speaking test that was constructed (inter-rater reliability). As recommended by earlier researchers, this approach was used to assess the validity of speaking exams (Baker, 1989, p. 60). Correlating the scores learners received from rater "A" with those from rater "B" and rater "C" allowed for the determination of the level of inter-rater reliability. Cronbach alpha and correlation coefficients were used to evaluate it. The correlation coefficients among the pre-test and post-test raters are illustrated in the following table:

Table 2

An overview of the correlation coefficients between the different raters

Test	Raters		
Pre-test	A, B	A, C	B, C

	0.82	0.87	0.88
Post-test	0.87	0.88	0.91

The predicted correlation coefficients were discovered to be statistically significant at the 0.01 level by comparing the correlation coefficients derived from the statistical tables to the correlation coefficient in the above table. This demonstrates the accuracy of scoring. Thus, scores were gathered to determine an average score for every speaking skill since the aforementioned table showed strong statistically significant relationships among the three raters.

3.7 TBLT Program

Students were studying in the first semester of 2022-2023. These students learned English as a foreign language and attended the TBLT program twice a week for approximately three hours per week. Students were tested for their speaking performance before and after the program. Overall, the speaking activities involved 22 themes, including jobs, movies, shopping, restaurants, hotels, sports, weather, school, daily routine, directions, travelling, at the airport, talking to a doctor, going to the dentist, telephoning, transport, telling accidents, telling dreams, telling stories, describing people, describing personalities, describing feelings, and a job interview.

3.9 Statistical Analysis

A number of pre-analysis processes and stages were completed once the questionnaire data had been gathered. Coding the data was done initially. The responses were manually input into SPSS since the questionnaire was filled out by hand (on paper). Incorrect computer instructions or typing errors during data input might result in data problems (Barker, Pistrang, & Elliott, 2015). Consequently, it was essential to check that all data had been accurately captured

and put into SPSS after entering it all. The researcher has double-checked the data input and coding accuracy.

The findings of the pilot research were used to estimate the appropriate time for the speaking exam, and the pre-test was given to the experimental and control groups under largely the same circumstances. The interview has to be conducted in a calm space, such as an empty classroom, lab, or school library. The management of the school made every effort to make these circumstances easier. Individual student replies were captured using a high-quality tape-recorder after each examination. Also, each student received a booklet before the exam. The map students needed to utilize to offer instructions, the photos they had to describe, the role-playing cards they were required to act out, and the student's question list for the examiner were all contained in the booklet.

Three raters assessed students' spoken performances in light of a constructed rating scale, which provided precise instructions to the raters and helped to ensure they focused on the same performance-related factors for every learner.

All indicated speaking skills were addressed by the grading scale's rubrics. As a result, the rating scale assisted in providing thorough feedback regarding the program's efficacy with regard to each speaking skill as well as with regard to the key competencies. The scale's descriptions were defined as being succinct, clear, definite, and understandable without reference to other descriptors. The jury members who approved the speaking exam received the rating scale. Students were asked to assess if the bands on the rating scale were appropriate for the children's grade level and whether the descriptions included for each band were clear. The jury concluded that the descriptions were appropriate and the rating system was genuine.

There were five bands/levels assigned to each speaking ability. Level/band (5) stood for very excellent performance, level (4) good performance, level (3) fair

or acceptable performance, level (2) bad or deficient performance, and level (1) very poor or unacceptable performance. A set of indications or descriptions for the execution of each ability was provided for each band or level. Hence, for the purpose of rating and grading students' spoken performances, each band description produced a numerical grade score.

The mean score for each skill was determined in order to evaluate the score given for that talent (the total scores for each skill are divided by the total number of test parts). The overall score was determined by adding the means of each ability. As a result, the exam was graded out of 20. Students' overall skill scores for each area were totalled to determine how well they performed in each genre.

4. Results: The Impact of TBLT on Speaking Skills and its aspects

In this section, the overall impacts of the TBLT program on participants in group A are evaluated and compared to group B as the control group.

Table 3

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean	
Fluency	Group A	36	11.19	1.618	0.270
	Group B	36	7.44	2.792	0.465
Vocabulary	Group A	36	12.17	1.612	0.269
	Group B	36	7.94	2.976	0.496
Grammar	Group A	36	11.42	2.062	0.344
	Group B	36	7.56	2.535	0.422
Pronunciation	Group A	36	11.28	1.907	0.318
	Group B	36	9.08	2.170	0.362
Grammar-Pronunciation	Group A	36	11.35	1.859	0.310
	Group B	36	8.32	2.281	0.380

This table shows the descriptive statistics for five language proficiency measures (Fluency, Vocabulary, Grammar, Pronunciation, and Grammar-Pronunciation) for two groups (Group A and Group B). Each group consists of 36 participants. For Fluency, Group A had a significantly higher mean score (M=11.19, SD=1.618) than Group B (M=7.44, SD=2.792). Similarly, for Vocabulary, Group A had a significantly higher mean score (M=12.17, SD=1.612) than Group B (M=7.94, SD=2.976). For Grammar, Group A had a higher mean score (M=11.42, SD=2.062) than Group B (M=7.56, SD=2.535). For Pronunciation, Group A had a higher mean score (M=11.28, SD=1.907) than Group B (M=9.08, SD=2.170), but the difference was not statistically significant. Finally, for grammar pronunciation, Group A had a significantly higher mean score (M=11.35, SD=1.859) than Group B (M=8.32, SD=2.281). Overall, these results suggest that Group A performed better than Group B on most of the speaking proficiency measures.

Table 4

Independent sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Fluency	8.606	0.005	6.972	70	0.000	3.750	0.538
Vocabulary	16.456	0.000	7.485	70	0.000	4.222	0.564
Grammar	1.040	0.311	7.090	70	0.000	3.861	0.545
Pronunciation	0.080	0.778	4.559	70	0.000	2.194	0.481

Grammar-	0.449	0.505	6.174	70	0.000	3.028	0.490
Pronunciation							

This table presents the results of an independent sample t-test conducted to compare the mean scores of two groups (Group A and Group B) on five different language tests: Fluency, Vocabulary, Grammar, Pronunciation, and Grammar-Pronunciation. Before conducting the t-test, Levene's Test for Equality of Variances was performed to check the homogeneity of variances assumption.

The results of Levene's Test indicate that the assumption of homogeneity of variances is violated for the Fluency, Vocabulary, and Grammar-Pronunciation tests as the significance levels are less than 0.05. However, for the tests of Grammar and Pronunciation, the variance assumption is not violated as the significance levels are greater than 0.05.

Next, the t-test for Equality of Means was conducted for each test. The results indicate that for all five tests, the significance levels are less than 0.05, which suggests that there is a statistically significant difference between the mean scores of Group A and Group B. The mean differences between the two groups for Fluency, Vocabulary, Grammar, Pronunciation, and Grammar-Pronunciation tests are 3.750, 4.222, 3.861, 2.194, and 3.028, respectively.

Overall, these results suggest that Group A outperformed Group B on all five language tests, except for the Pronunciation test where the mean difference is relatively smaller than the other tests. Additionally, the assumption of homogeneity of variances was violated for three tests, but the t-test results were still reliable because of the robustness of the t-test to violations of this assumption when sample sizes are equal.

5. Discussion

The results of the post-test were employed to answer the first two questions. For the first research question, the paired sample t-test found a statistically

significant difference in means between the pre-test and post-test scores, indicating that the program had a positive effect on test scores. These results suggest that the TLBT program was successful in improving the speaking skills of the Kurdish learners being assessed. There are several recent studies in the literature which confirm this result (Chen, 2021; Hidalgo & Fennell, 2020; Melati, 2022; Omar et al., 2021; Stam et al., 2023; Sugianto et al., 2020; Sumarsono et al., 2020; Winarto & Aprianti, 2022; Xuyen & Trang, 2021).

Hasnain and Halder (2023) mentioned that many of the participating teachers in their study believed that task-based teaching was not appropriate for school students and should only be used for college and university students. However, the outcomes of this section are in complete disagreement and show that TBLT is also useful for school students.

Moreover, although evaluating the impact of TBLT on different genders was not the main aim of this study, the independent sample t-test found no statistically significant difference in means between the two groups based on gender, indicating that gender did not have an effect on the scores. This result is compatible with the findings of Gholami (2011) and Khomeyjani and Khaghaninezhad (2009) who investigated the impact of task-based language teaching on different genders and concluded that there is no difference between males and females in improving their speaking skills based on attending TBLT. Nevertheless, Murad and Smadi (2009) in evaluating the impacts of TBLT on improving speaking skills of the learners found that the TBLT program enhanced the speaking abilities of the females in the experimental group more than the males.

Regarding the second research question, the results of group statistics show the descriptive statistics for five language proficiency measures (fluency, vocabulary, grammar, pronunciation, and grammar pronunciation) for two groups

(Group A and Group B). For Fluency, Group A had a significantly higher mean score than Group B. Similarly, for vocabulary, Group A had a significantly higher mean score than Group B. For grammar, Group A had a higher mean score than Group B. For pronunciation, Group A had a higher mean score than Group B, but the difference was not statistically significant. Finally, for grammar pronunciation, Group A had a significantly higher mean than Group B. Overall, these results suggest that Group A performed better than Group B on most of the speaking proficiency measures.

Moreover, the results of Levene's Test and the t-test for equality of means suggest that Group A outperformed Group B on all five language tests, except for the pronunciation test, where the mean difference is relatively smaller than the other tests.

These results are similar to several studies (Albino, 2017; Masuram & Sripada, 2020; Omar et al., 2021; Winarto & Aprianti, 2022; Xuyen & Trang, 2021). For example, Masuram & Sripada (2020) and Winarto and Aprianti (2022) showed in their studies that the participants generally developed their fluency as a result of attending a TBLT program. Moreover, the results of the present work are compatible with the research of Xuyen and Trang (2021) about the effects of TBLT on the speaking performance of 58 Vietnamese students. They found that students' vocabulary, grammar, and pronunciation improved. Additionally, the results of this section partially agree with Somawati et al.'s (2018) results, in which grammar and complexity had the highest improvement among 28 Indonesian students. Finally, this study complements Albino's (2017) research, in which he showed that participants, who were 40 ninth-grade students from Angola, improved their fluency, vocabulary, and grammar skills due to TBLT.

The outcomes are also partially in line with previous studies (Hadi, 2013; Prianty et al., 2022; Yulianti, 2020). These studies showed that participating

students had positive perceptions towards TBLT and considered it as a motivator which made them more active and collaborative in speaking activities.

6. Conclusion

The results indicate that TBLT can improve the learners' fluency, accuracy, complexity, and pronunciation. This is likely due to the focus on using language in meaningful contexts, which can help learners develop their communication skills more effectively. Additionally, the use of tasks that are relevant to learners' lives and interests can help to increase motivation and engagement, which can lead to more effective learning outcomes.

The results of the current research have a number of implications, both for the educators and the students who participated. It is expected that existing information about the realization of task variety in the teaching-learning process will be contributed to by this research for the benefit of educators. It is also expected that this research will reassure instructors that they should undertake relevant and meaningful activities in order to improve their students' speaking abilities. In addition, the use of TBLT in the teaching-learning process has the potential to gain students' attention and inspire their active participation in EFL-speaking contexts. For the benefit of their students' overall performance in terms of their ability to communicate orally, instructors may also provide additional opportunities for students to place an increased emphasis on correct pronunciation, word stress, and grammatical structure. In the meantime, it is expected of students that they will continue to practice their English with other students throughout the interaction and conversation in order to achieve the desired goals associated with the speaking skill.

Similar to several studies, as mentioned previously, this study has a number of limitations and shortcomings that are mostly related to methodology. The number of participants was limited; therefore, other researchers in the same context as well as in other contexts can duplicate similar research with greater numbers.

In this study, like many other studies (Gholami, 2011; Khomeyjeni & Khaghaninezhad, 2009), there was no significant distinction between female and male participants; however, some studies (Murad & Smadi, 2009) found that the TBLT program enhanced the speaking abilities of the females in the experimental group more than the males. Therefore, more research and studies in different contexts on female and male distinctions in this regard could be interesting.

Some studies (Hasnain & Halder, 2023) mentioned that task-based teaching is only appropriate for university students rather than school students; although the results of this work disapproved of this claim, it seems that more studies in this regard are required.

In this study, the effects of attending a TBLT program on only the speaking skills of participants were investigated; further studies on the effects of TBLT on other skills (reading, writing, and listening) either in the same context or internationally are suggested.

Finally, future studies on teachers' attitudes regarding TBLT are recommended, since in this work only students' attitudes are investigated, and in some studies (Hasnain & Halder, 2023; Nguyen et al., 2023; Sang & Van Loi, 2023) teachers had some challenges and concerns regarding TBLT. Then further evaluation of this topic might enlighten this area of research.

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کاریگری فیرکردنی زمان لهسەر بنه‌مای ئهرک لهسەر لایه‌نه‌کانی کارامیی قسه‌کردن

پوخته

فیرکردنی زمان لهسەر بنه‌مای ئهرکردارکردن (TBLT) شیوازیکی په‌یوه‌ندییه بو فیربوونی زمان که جهخت لهسەر به‌کاره‌ینانی زمان ده‌کاتمه‌ه له دۆخه راسته‌قینه‌کانی ژیانیدا. بریتیه له کارکردنی فیرخووان لهسەر ئهو ئهرکانه‌ی که مانادار و ئامانجدارن، که ده‌توانیت یارمه‌تیدهر بیت بو زیادکردنی پالنه‌ر و به‌شداریکردن. ئهم توێژینه‌وه‌یه تیروانینیکی گشتی له تاقیکردنه‌وه‌یه‌ک ده‌دات که بو لیکۆلینه‌وه له کاریگریه‌یه‌کانی‌ریگی ئهرکردارکردن TBLT لهسەر توانای قسه‌کردنی خویندکاران ئه‌نجامدراوه. به‌شداربووان بریتی بوون له ۷۲ قوتابی پۆلی ۱۰ ی ئاماده‌یی که بو ماوه‌ی یه‌ک وهرز له ماوه‌ی سا‌لانی ۲۰۲۲-۲۰۲۳ په‌یوه‌ندییان به‌ پرۆگرامی TBLT کرد له یه‌کیک له قوتابخانه‌کان به‌ ناوی (ئاماده‌یی سو‌رانی زانستی تیکه‌لا) له شاری سو‌ران، کوردستانی عیراق. شیوازیکی توێژینه‌وه‌ی پیش تاقیکردنه‌وه و دوا‌ی تاقیکردنه‌وه نیمچه تاقیکاریه‌یه‌کان به‌کاره‌ینرا بو وه‌لامدانه‌وه‌ی پرسیاره‌کانی توێژینه‌وه‌که. ئه‌نجامه‌کان ده‌ریانخست که زیادبوون له ههر پینچ پیه‌ره‌که‌ی توانستی زمان (ره‌وانی، وشه‌سازی، ریزمان، بیژه‌کردن، و ریزمان-بیژه‌کردن) هه‌بووه. نهره‌کانی تاقیکردنه‌وه‌کان ئاماژه‌یان به‌وه کرد که رییگی ئهرکردارکردن TBLT توانای قسه‌کردنی خویندکارانی باشتتر کردوه و کاریگریه‌یه‌کی زوری لهسەر ره‌وانی به‌ تاییه‌تی هه‌بووه. له کوتاییدا، به‌ چاره‌سه‌رکردنی ئاسته‌نگه‌ ده‌ستنیشان‌کراوه‌کان و پشتگیریکردنی زیاتر له جیبه‌جی‌کردنی رییگی ئهرکردارکردن TBLT، په‌روه‌رده‌کاران ده‌توانن توانای زاره‌کی خویندکاران به‌رز بکه‌نه‌وه و فیربوونی زمانی کاریگر له چوارچیه‌ی په‌روه‌رده‌یی هه‌لبژێردراودا به‌ره‌وپیش به‌ن.

وشه‌ سه‌ره‌کیه‌کان: خویندکارانی EFL، شیوازه‌کانی وانه‌وتنه‌وه، TBLT، ئهرکه‌کان، توانا‌کانی قسه‌کردن.

أثر تدريس اللغة المبني على المهام على جوانب مهارة التحدث

الملخص

يعد التدريس اللغوي القائم على المهام (TBLT) نهجًا تواصليًا لتعلم اللغة يؤكد على استخدام اللغة في مواقف الحياة الواقعية. وهو ينطوي على عمل المتعلمين على مهام ذات معنى وهدف، مما قد يساعد في زيادة الدافع والمشاركة. تقدم هذه الدراسة نظرة عامة على تجربة أجريت لفحص تأثير التدريس اللغوي القائم على المهام على مهارات التحدث لدى الطلاب. كان المشاركون ٧٢ طالبًا في الصف العاشر انضموا إلى برنامج التدريس اللغوي القائم على المهام لفترة فصل دراسي واحد خلال عامي ٢٠٢٢-٢٠٢٣ في إحدى المدارس المسماة (مدرسة سوران الثانوية العلمية المختلطة) في سوران، كردستان العراق. تم استخدام نهج بحثي شبه تجريبي قبل الاختبار وبعده للإجابة على أسئلة البحث. كشفت النتائج عن وجود زيادة في جميع مقاييس الكفاءة اللغوية الخمسة (الطلاقة والمفردات والقواعد والنطق والقواعد والنطق). أشارت درجات الاختبار إلى أن التدريس اللغوي القائم على المهام أدى إلى تحسين مهارات التحدث لدى الطلاب وكان له تأثير كبير على الطلاقة على وجه الخصوص. وفي الختام، من خلال معالجة التحديات التي تم تحديدها ودعم تنفيذ برنامج TBLT بشكل أكبر، يمكن للمعلمين تعزيز الكفاءة الشفهية للطلاب وتعزيز التعلم اللغوي الفعال في السياق التعليمي المحدد.

الكلمات الرئيسية: طلاب اللغة الإنجليزية كلغة أجنبية، طرق التدريس، برنامج TBLT، المهام، مهارات التحدث.