

IMPACT OF TASK-BASED LANGUAGE TEACHING (TBLT) ON ENGLISH SPOKEN PRODUCTION AND INTERACTION AMONG MALAYSIAN PRE-UNIVERSITY STUDENTS

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ABSTRACT

This study aims to explore the impact of Task-Based Language Teaching on English-spoken production and interaction among English as a Second Language pre-university students in Malaysia. The quasi-experimental research design involved 63 pre-university ESL students and two ESL teachers from the Centre of Foundation Studies in Management at Universiti Utara Malaysia (UUM), Sintok, Kedah. Pre- and post-tests were conducted before and after the Task-Based Language Teaching intervention respectively. Data were also collected using semi-structured interviews, and online questionnaires. Data analysis procedures included a paired sample test, text analysis, thematic analysis and descriptive analysis. The results from the paired sample test revealed no statistically significant difference between the experimental and control groups. However, the experimental group indicated considerable development in spoken production and interaction in terms of fluency through reduction of fillers and improved speech quality. The thematic and descriptive analysis found that TBLT encouraged the students to enhance their spoken abilities. The findings suggest that although TBLT has the potential to foster greater fluency and deepen students' engagement in language tasks.

Keywords: English as a Second Language; Task-Based Language Teaching; spoken production; spoken interaction

Introduction

Teaching styles are defined by Kaplan and Kies as the “teacher's personal conduct and the media utilised to transmit information or receive information from the learner” (1995, p. 29). Other terms for teaching approaches include “initiating and responding behaviour” (Flanders, 1970) and “progressivism and traditionalism” (Kerlinger & Pedhazur, 1968). These definitions highlight the ways in which teachers interact with learners and the various teaching approaches used by teachers.

Researchers and educators have explored different teaching approaches to assist learners in acquiring new languages (Ali et al., 2023). Subsequently, Task-based Language Teaching (TBLT) has gained attention as one of the potentially effective teaching methods to enhance learners’ language abilities by highlighting tasks that are personally relevant and communicative (Chong & Reinders, 2020). TBLT emerged in the 1980s and is mostly used for teaching English in Asian countries such as Japan, Korea, China, Vietnam, Thailand, Bangladesh, and Malaysia (Lam et al., 2021). This method is perceived as effective for all levels of learners, from beginners to experienced learners (Long, 2017). The implementation of TBLT allows language learners to use the target language for communicative purposes interactively, thereby facilitating the attainment of language learning objectives (Willis, 1996).

Past studies on TBLT in the Malaysian context have discovered the impact of TBLT on different variables and settings, such as criteria of language skills, teachers’ perceptions, and teaching materials. For instance, Ahmed and Bidin (2016) discovered that TBLT improved writing and speaking skills in terms of complexity, fluency, and accuracy in the experimental group. Moreover, Musazay (2018) revealed that teachers comprehend TBLT and concur with its benefits, although they are uncertain concerning its classroom benefits, while Naru et al. (2014) proposed that the lesson plan may need to be adjusted to accommodate the target learners, notably in content and task options.

Thus, the current study aimed to examine the suitability and effectiveness of TBLT on English as a Second Language (ESL) learners’ spoken production and interaction, with a focus on content, language accuracy, and communicative ability among pre-university students, particularly in the Malaysian context. This study intends to address three research questions:

- (1) How does TBLT affect the ESL learners’ spoken production and spoken interaction?
- (2) What are the ESL teachers’ perceptions about implementing TBLT in the ESL classroom?
- (3) What are the ESL learners’ perceptions regarding the implementation of TBLT in the ESL classroom?

Literature Review

English Language Teaching (ELT) in Malaysia

In Malaysia, traditional language teaching has shifted to a more interactive approach, specifically the Communicative Language Teaching (CLT) method, since the

implementation of the new curriculum in 2009. The primary objective of this shift was to produce competent and marketable individuals to face global competition (Malaysian of Higher Education [MOHE], 2011). CLT was fully implemented in Malaysian English classrooms in 2011 (Mustapha & Yahaya, 2013).

Subsequently, numerous studies have been conducted to investigate the efficacy of CLT in the context of the new English curriculum in Malaysia, with the aim of improving English language proficiency among ESL learners (Hassan & Gao, 2021). Mustapha and Yahaya (2013) argued that CLT is a teaching method that emphasises helping students enhance their communication abilities by using real language in relevant situations.

Nonetheless, CLT is criticised for its vague theoretical foundations (Littlewood, 2007) and practical challenges (Harmer, 2003) that may lead to the failure of CLT in ESL classrooms. However, despite several unfavourable comments about CLT, it is believed that this strategy has the potential to assist Malaysian tertiary students in improving their communicative English abilities, which are crucial for employability (Mustapha & Yahaya, 2013).

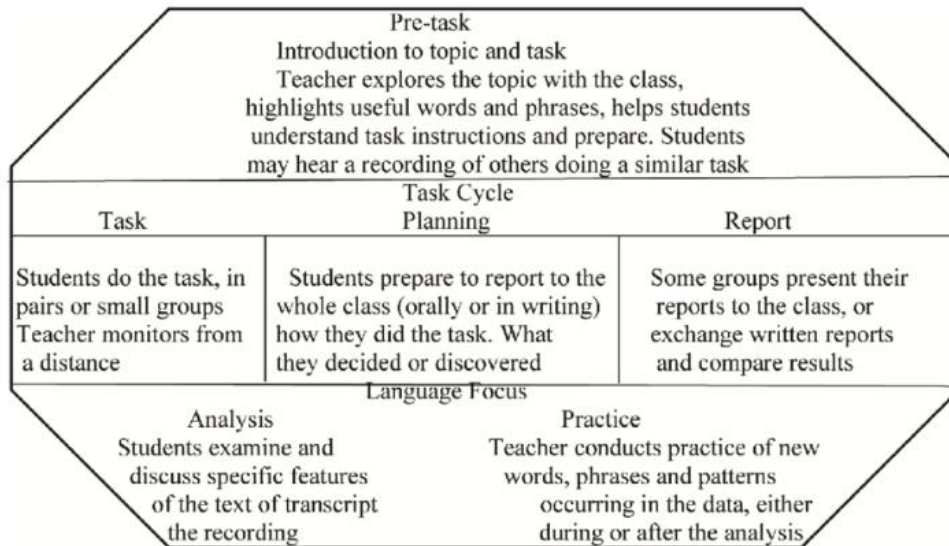
Richards (2005) identified two models of instructions in CLT, which are TBLT and Content- Based Language Teaching (CBLT). As it promotes real-language function, TBLT is an extensively used term in second language acquisition. Nevertheless, there has been limited research on TBLT in Malaysia regarding its implied strategy in ESL classrooms (Musazay, 2018).

Task-Based Language Teaching (TBLT)

TBLT focuses exclusively on students' needs and was inspired by the communicative approach (Kyriacou, 2018). Hence, the teacher's role in TBLT is to promote learning rather than serve as the primary information source as TBLT is learner centred. Merouani (2019) argued that one of the issues with Presentation-Practice-Production is that it predetermines the target language, prioritises correctness, and emphasises error avoidance. Consequently, this approach often results in stilted language performance and can lead to a sense of failure among learners (Willis, 1996). In a recent study by Baharun et al. (2023), it was observed that learners discussed, reasoned, justified, and perform decision-making together during the implementation of TBLT in EFL classroom, thereby promoting positive impacts on the learners' language enhancement.

Due to its perceived effectiveness, scholars and methodologists have recommended the TBLT framework as an approach to assign tasks and execute components inside the tasks (Hung, 2012). The most widely used TBLT framework in English language teaching studies, particularly in CLT, is Willis (1996). The stages of TBLT in this framework are illustrated in Figure 1.

Figure 1
Stages of TBLT (Willis, 1996, as cited in Mukrib, 2020)



TBLT in Spoken Production

Spoken production involves an individual generating an oral text for one or more participants (The Council of Europe, 2018). Levelt (1989) describes the three major processes involved in speech production: conceptualisation (deciding what to express), formulation (determining how to express), and articulation (expressing it) (as cited in Griffin & Ferreira, 2006).

The Council of Europe (2018) describes spoken production as a “long turn” that may contain speech such as a short description or anecdote and may imply an extended, more formal presentation. In addition, The Council of Europe (2018) exemplifies spoken production activities such as public address (delivering information, instructions) and addressing audiences (speeches at public meetings, university lectures). Several studies on spoken production explored ways to teach spoken production in a global setting (Phukan et al., 2021), spoken language production using web-based experiments (He et al., 2021), and comparing spoken production and written language (Zhang, 2013). Richards (2015) and Swain (2000) argue that effective English instruction in ESL classrooms should reflect real-life situations, uncover students’ individualities, and overcome limitations inside the classroom to promote language production.

Thus, the TBLT approach may enhance English teaching in this age of holistic student development (Lu et al., 2023). Sabarudin (2022), Panduwangi (2021), Masuram, and Sripada (2020) asserted that TBLT improves the fluency, accuracy, and confidence of English-speaking abilities. Ganta's (2015) assertion that TBLT boosts students’ confidence in speaking English in a secure learning environment (McDonough & Chaikitmongkol, 2007) is evidence in support of this.

TBLT in Spoken Interaction

Spoken interaction is the ability of an individual to articulate and use language for a specific purpose. It entails delivering information, engaging in negotiation, and employing turn-taking in discussions with one or multiple individuals (Febriyanti, 2011). Recent studies show that TBLT increases learners' enthusiasm, enhances learners' spoken interaction through various tasks (Tran, 2023), boosts oral English proficiency (Sang & Loi, 2023; Ulla & Perales, 2021), and improves teaching effectiveness in ESL classrooms (Lu et al., 2023; Nghia & Quang, 2021). These studies suggest that TBLT has the potential to enhance the speaking abilities of English language learners, thereby promoting language acquisition and holistic learner development.

Traditional teaching methods may neglect speaking abilities. Carrero (2016) found that instructors typically employed conventional teaching methods that prioritised grammar instruction, reading comprehension, and writing proficiency while ignoring the development of speaking abilities. Jones and Hodson (2012) also noted that less attention has been given to the explicit teaching of speaking and listening. As a result, TBLT has been explored as a promising, transformative pedagogical tool that may improve learners' speaking competency and align with the broader goals of the current study by improving language proficiency and communication skills in various educational and real-life settings.

Methodology

Research Design

The study employed quasi-experimental research design and incorporated both quantitative and qualitative data analysis to determine the impacts of TBLT on English spoken production and spoken interaction among ESL pre-university students. Figure 2 illustrates the research methodology design for the current study.

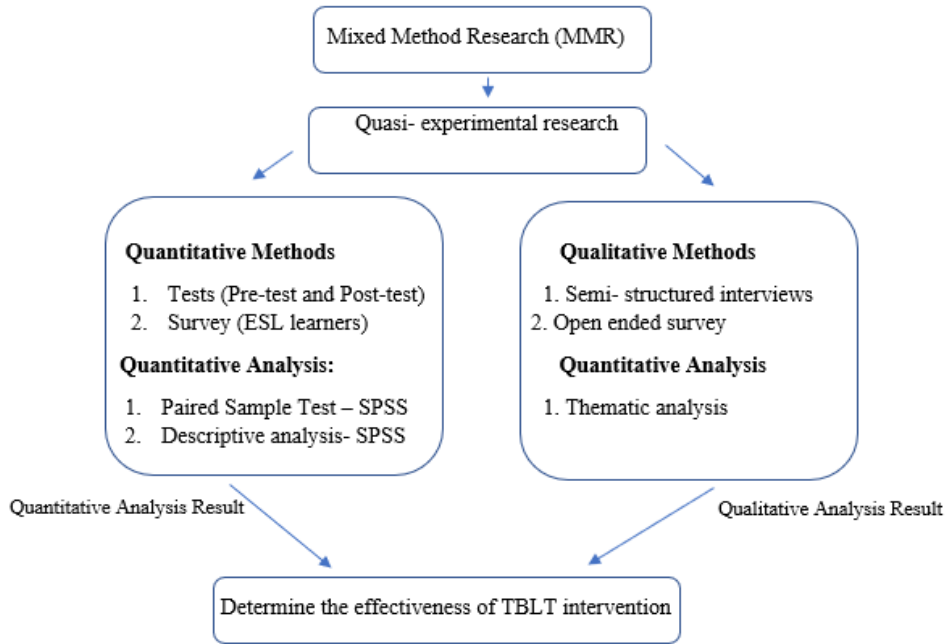
Participants

The study involved 63 pre-university students aged 17-18 who had completed their secondary education and two ESL teachers (one teacher was assigned to teach the experimental group using provided TBLT lesson plans, and another teacher taught the control group) from the Universiti Utara Malaysia Foundation Studies in Management. This study was conducted according to the guidelines approved by the management of the Universiti Utara Malaysia Foundation Studies in Management Programme on 30 January 2023, with consent from the Director of the Foundation Centre.

A total of 32 students were assigned to participate in the experimental group and received TBLT teaching intervention. The remaining 31 students were assigned to participate in the control group and did not receive TBLT intervention. The participants were recruited using convenient sampling. Before conducting the study, the researcher explained the objectives of the study and obtained consent from all participants. They were asked to sign a consent form and allowed to withdraw at any

stage of the study. All participants were informed that their responses were kept confidential for research purposes.

Figure 2
Research Methodology Design



Research Instruments

The research instruments that were used to collect the study's data are as follows: 1) pre-test and post-test for speaking performance, 2) TBLT teaching intervention, and 3) online semi-structured interviews for ESL instructor (Table 1).

Table 1
Details on Research Questions, Research Instruments, and Data Analysis Method

Research Questions	Research Instruments	Data Analysis Method
1) How does TBLT affect ESL learners' spoken production and spoken interaction?	Speaking test (Pre-test and Post-test)	Quantitative: Paired Samples Test Qualitative: Text Analysis
2) What are ESL teachers' perceptions about implementing TBLT in the ESL classroom?	Online semi-structured interview for ESL teacher	Thematic Analysis

3) What are ESL learners' perceptions about implementing TBLT in the ESL classroom?	Online questionnaire	Descriptive Analysis
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Data Analysis Procedures

For research question one, two methods were used to analyse the data from the pre-test and post-test: 1) Paired samples test to analyse quantitative data; 2) Text analysis to analyse qualitative data. Firstly, participants performed speaking pre-tests before the implementation of TBLT intervention, followed by post-tests after the completion of the intervention to measure their spoken production and interaction skills. The Malaysian University English Test (MUET) speaking format was adopted. Part 1 tested spoken production, while Part 2 tested spoken interaction. Participants were divided into a maximum of four students per group and given two minutes to express their views individually (Part 1) and 10-12 minutes for group discussion (Part 2). Their responses were graded using rubrics adapted from a MUET preparatory course offered at Universiti Utara Malaysia. Both spoken production and interaction were graded on content, language accuracy, and communication. SPSS version 27.0.1 was used to evaluate pre-test and post-test raw data for statistical analysis.

Secondly, the transcriptions from the test were retrieved from the Webex Conference Tool and analysed using text analysis. The analysis of the transcribed speech compared the word occurrences of fillers in the pre-test and post-test, following Robinson (2017) who suggested that word frequency can be used to measure the significance of a word. For this study, reduced occurrences of fillers would indicate an increase in learners' fluency.

Thematic analysis by Braun and Clarke (2013) was utilised to answer research question two. The analysis involves identifying, analysing, and reporting patterns within qualitative data. The data was retrieved from a semi-structured interview that was conducted with an ESL teacher to gather perspective on implementing TBLT in the ESL classroom. The session was conducted virtually using the Webex Conference Tool. The questions for the semi-structured interview were adapted from Pathak and Intrat (2012) and Hung (2012). Thus, the analysis for the current study began with familiarisation, followed by generating initial codes. These codes were then organised into potential themes, refined through iterative reviewing, and defined. The themes, representing key aspects of the ESL teacher's perspectives on TBLT implementation were utilised in analysing the data.

For research question three, an online questionnaire was administered to explore the students' perceptions regarding implementing TBLT in the ESL classroom. The questions for the questionnaire were adapted from Chen and Wang (2019) and Bosh (2019). The questions were categorised into three parts: general questions about English language learning (Part 1), TBLT implementation in the ESL classroom (Part 2), and challenges of TBLT in the ESL classroom (Part 3). Google Form application was used to collect the participants' responses. The raw data were then analysed using descriptive analysis to identify the mean and standard deviation for every item

of the closed-ended questionnaire. Out of a total of 31 students from the experimental group who participated in this study, only 20 returned the questionnaire.

Results and Discussion

The speaking tests (Part 1 and Part 2) were administered in the pre-test and post-test to assess the learners' speaking performance after the treatment period. The results are shown in Table 2.

Pre- and Post-Test Scores for Spoken Production and Spoken Interaction

Table 2 shows the results of the paired sample test for spoken production, spoken interaction, and overall speaking performance. The analysis of spoken production scores revealed no statistically significant difference between the control and experimental groups ($p = 0.795$). The experimental group's scores on the pre-test and post-test ($M = -1.452$, $SD = 2.002$) were compared to the pre-test and post-test scores of the control group ($M = -0.094$, $SD = 2.953$), revealing a statistically significant difference ($t = -2.737$). This finding indicated that the group undergoing the experiment had significantly lower mean scores in the speaking production test.

Secondly, the analysis of the spoken interaction scores revealed no statistically significant difference between the control and experimental groups ($p = 0.451$). The experimental group's scores on the pre-test and post-test ($M = 1.161$, $SD = 0.412$, $t = 2.816$) were compared to the pre-test and post-test scores of the control group ($M = -0.219$, $SD = 0.287$, $t = 0.763$).

The results contrasted with the findings reported in previous studies by Sabarudin (2022) and Panduwangi (2021), conceivably due to two factors. Firstly, random assignment for students from both the control and experimental groups was not conducted. It was discovered that many learners from the control group performed exceedingly better than the learners from the experimental group, indicating that the learners from the control group had better English than the experimental group even before the intervention started. The second primary factor was the insufficient intervention duration of only five weeks. The Global Scale of English (GSE) (n.d.) recommends that both young and adult learners invest approximately 760 hours of learning to attain a higher level of proficiency, such as from A1 to B2 based on The Common European Framework of References (CEFR) scale.

Despite the insignificant results from the pre-test and post-test scores, the participants from the experimental group displayed improvement in terms of the quality of speech, as shown by the results of the text analysis for spoken production and interaction.

Table 2

Paired Sample Test of Spoken Production and Spoken Interaction for Experimental and Control Groups

		Paired Samples Test (Speaking Production, Interaction and Overall)					T	Df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control	Spoken	-0.094	2.022	0.357	-0.823	0.635	-0.262	31	0.795
Experimental	Production	-1.452	2.953	0.53	-2.535	-0.368	-2.737	30	0.071
Control	Spoken	0.219	1.621	0.287	-0.366	0.803	0.763	31	0.451
Experimental	Interaction	1.161	2.296	0.412	-2.004	2.816	2.816	30	0.009
Control	Overall	0.063	1.754	0.31	-0.57	0.695	0.202	31	0.842
Experimental	Speaking Test	-1.294	2.515	0.452	-2.126	-0.371	-.2864	30	0.008

Text Analysis for Spoken Production and Spoken Interaction

Table 3 displays a sample of transcriptions from the speaking pre-test and post-test from two different participants.

Table 3
Sample of Transcriptions from Speaking Test

Participant	Transcription of Pre-test	Transcription of Post-test
S28E	<p>Uh, Hello uh, good evening, Madam and to my friends also. So, basically, uh, the, uh, things, uh, activities that, uh, I think that that will bring us to. Uh, one call, uh, uh. Good reading is, uh. We can play some kind of activities, uh, during. Uh, uh, what what we call. Uh, yeah, yeah, we can do some kind of activities like. Uh, uh, games. Uh, every day. And so on, uh, and also, I think, uh, when we talk about, uh, family. Uh, the activities that. Can bring, uh, our family. Um, uh, bonding is, uh, religion, so. When it comes to religion, we can. Uh, uh, if, uh, our using, so. Basically, uh, when it, uh.</p> <p><i>(Frequency of fillers: 29)</i></p>	<p>Okay, uh, next I will talk about, uh, activities that will bring us closest closest to, uh, to me. So, how can we apply, uh, to. Uh, I think our one in between our family members, so. We can, uh, do some, uh. Activities that, uh, we call family game night. So, there are several activities that we can do, such as, uh. Uh, play pinball game, so next, uh. Outdoor activities, or still can be due such as hiking and. Okay, uh, where can we do this kind of activity? So we can choose some various allocation like, uh. Why this is important to, uh, happiness among community members so that we can, uh.</p> <p><i>(Frequency of fillers: 15)</i></p>
S29E	<p>Uh, to make them not yet. So today I, I will talk about activities. They are fine to do. So, I found out that when I bought, I will watch some YouTube videos such as a. Quick videos, and we didn't uh like block. So I find out that when I watch video, I. More exposure about other countries' culture and. Uh, exceptions, so I will find out that. Uh, it made me feel, uh, around the world. Uh, so, uh, and other activities I will do, uh, when I'm. Feel free is important because, uh. I feel that it is some kind of the space that I will.</p>	<p>So, today, I will talk about activities that are fun to do, so I will divide this activity. Into 2 section, which is indoor activities and outdoor activities.</p> <p>So, for the indoor activities that, uh, I found that it's fun to do is, like, watching YouTube. Especially travel, not because I live to watch people go table because you show me at the conscious culture. And attraction, uh, they have in our country. So,</p>

Participant	Transcription of Pre-test	Transcription of Post-test
	(Frequency of fillers: 9)	next, <u>uh</u> , sometimes I will also watch as everyone knows and, <u>uh</u> , this man is to remind them what to move on is so fascinating. (Frequency of fillers: 4)

The frequent appearance of linguistic fillers such as “uh” and “um” suggests moments of hesitation and lack of fluency. Table 3 shows that participant 28E produced the filler “uh” 29 times during the pre-test, indicating a considerable use of this discourse marker. Nevertheless, the frequency of filler “uh” decreased to 15 during the post-test. An improvement in fluency has been observed, indicating a higher level of confidence in oral communication. Participant 29E produced nine fillers during the pre-test and four during the post-test, demonstrating a decrease in filler usage and potentially a higher level of fluency and confidence.

In general, both participants showed noticeable reduction in fillers from the pre-test to the post-test. The findings indicated that the use of fillers was reduced in both instances which may be attributed to increased practice and familiarity with the subject matter. Based on the text analysis, the speech quality of the experimental group improved, although they initially performed lower than the control group, as indicated by the paired sample test. This finding is similar to previous findings by Musaram and Sripada (2020), Ganta (2015), and McDonough and Chaikitmongkol (2007), demonstrating that TBLT positively impacts speech quality, especially by enhancing participants’ fluency and confidence through the reduction of fillers.

Thematic Analysis of Semi-Structured Interview with ESL Teacher

Thematic analysis by Braun and Clarke (2013) was used in identifying, analysing, and interpreting themes and patterns of the interview with the ESL teacher. The following excerpts in Table 4 illustrate the three themes.

Table 4

Sample of Transcriptions from a Semi-Structured Interview with an ESL Teacher from the Experimental Group

Excerpt	Transcriptions
Excerpt 2	<p>Question : What is it that you wish the learners could achieve for this course?</p> <p>Teacher : Okay, basically, this course is for my students to prepare for MUET. Because this course was tailored to cater all four skills in a way they need to master these skills. (Theme 1: Teaching strategies)</p>
Excerpt 3	<p>Question : All right, before the implementation of TBLT, what strategies do you use to ensure the students communicate effectively in the classroom because</p>

Excerpt	Transcriptions	
		just now mentioned that you would use student-centred approach.
	Teacher	: ...students and that, right so you have other approach that you use, like to ensure that they communicate effectively. Yeah, I don't specifically have a specific method to encourage my students to speak, but what I would do in class, uh, I would pick my students randomly out of the crowd and ask them, for example, when we when we start our class, uh, I would just pick, one or two random students, for them to summarise the activities we had last week. (Theme I: Teaching strategies)
Excerpt 4	Question	: Okay, so my first question related to the section is, do you know what task-based language teaching is, and can you define based on your understanding?
	Teacher	: Based on my understanding based on the word or task-based learning, I can see that students are given the opportunity to do, or to complete a task and because of that, they are able to demonstrate what they have at the same time. They will be able to learn something out of the materials that the teachers usually give them. ...Yeah, I could see that my students, they really enjoyed themselves and they really use the opportunity to express themselves a lot more. (Theme II: TBLT Implementation)
Excerpt 5	Question	: So, do you think that the tasks were sufficient?
	Teacher	: Yeah, for the five weeks, I think yeah, the materials provided were sufficient. The tasks were created to fill in the two-hour class. (Theme II: TBLT Implementation)
Excerpt 6	Question	: Okay, my next question is, what were the challenges you faced in teaching both listening and speaking skills, especially for English for Conversation, maybe in terms of the time or the class size?
	Teacher	: The size of the classroom I think because of the class, we have 28 people in this class. I struggled. And I had to choose my students randomly one or two. And I think the size of the class places an important role. Ideally, the number of students should be within the range of 20 students if more, it's going to be a burden for me to execute the class. (Theme III: Challenges of TBLT)

Theme 1 is about the common teaching practices used by ESL teachers when teaching English to pre-university learners before implementing TBLT. The teacher stated that he did not employ a specific method to encourage students to speak (Excerpt 3); instead, he would cold-call one or two students to speak, possibly due to the large class size and time constraints (Excerpt 6). Czekanski and Wolf (2013), noted that conventional teaching methods often lead to cold-calling in large classes.

Theme 2 of the interview highlights the teacher’s experience with TBLT implementation in the ESL classroom. The teacher reported that the TBLT intervention engaged students by providing them with the opportunity to perform language tasks and learn from them (Excerpt 4). Studies by Baharun et al. (2023) and Sang and Loi (2023) corroborate these findings, demonstrating that TBLT fosters students’ engagement and boosts oral proficiency when they are given the opportunity to execute the language tasks.

Theme 3 of the interview focuses on the teacher’s perception of the challenges encountered when implementing TBLT in the ESL classroom. The teacher said that the two-hour lesson materials and exercises were sufficient. Nevertheless, due to the enormous class size, he struggled to observe learners’ development. Naru et al. (2014) stated that lesson plans should be tailored to the target learners, particularly when dealing with a large class. The teacher recommended 20 students for TBLT, which would be ideal for an ESL classroom. Larger numbers would pose a burden on the teacher (Excerpt 6). This result aligned Masazay (2018) who found that while teachers accept TBLT, they were uncertain of its classroom benefits due to the challenges they encountered.

Descriptive Analysis of Learners’ Perceptions of TBLT Implementation

This section focuses on the questionnaire results and the descriptive analysis of the learners’ responses. Table 5 shows the Cronbach’s alpha value for the reliability and validity of the questionnaire across the themes. Raharjanti et al. (2022) stated that Cronbach’s alpha value of more than 0.6 is acceptable, and modified item-total correlations greater than 0.3 indicates reliability. The results revealed a generally high degree of consistency.

Table 5
Cronbach's Alpha Value for ESL Online Questionnaire

Themes	Cronbach’s Alpha Value	Items
Part 1: General	0.764	11
Part 2: Implementation	0.888	11
Part 3: Challenges	0.668	5
Overall	0.847	27

Table 6 consists of a range of values and their respective interpretations which provide qualitative understanding of participants’ opinions. Participant responses in each class interval can be categorised based on their level of agreement or disagreement, ranging from “Strongly Agree” (value 4.21 -5.10) as the highest level

of agreement to “Strongly Disagree” (value 1.00-1.8) as the lowest level of disagreement.

Table 6
Class Interval for Likert Scale Value and Interpretation

Value	Interpretation
1.00 -1.8	Strongly Disagree
1.81- 2.6	Disagree
2.61 -3.4	Neutral
3.41-4.2	Agree
4.21 – 5.0	Strongly Agree

As shown in Table 7, participants strongly agreed that conversing in English, particularly in the educational setting, is essential and can boost overall proficiency and self-assurance. The participants held contrasting opinions concerning pronunciation difficulties. Most participants felt comfortable speaking English with their teachers and peers.

Table 7
Part 1: General Questions about English Language Learning (N=20)

	Mean	SD	Interpretation
1. I think that communicating using English in the classroom is important.	4.35	.366	Strongly Agree
2. Communicating using English in the classroom does help me use the English language effectively.	4.85	.366	Strongly Agree
3. Communicating using English in the classroom can improve my overall English proficiency.	4.80	.410	Strongly Agree
4. Communicating using English in the classroom boosts my confidence.	4.75	.444	Strongly Agree
5. I have difficulties pronouncing English words.	3.30	1.174	Neutral
6. I feel confident to communicate using English with the teacher.	3.80	.951	Agree
7. I feel more confident communicating using English in the classroom with my friends.	3.85	1.040	Agree

Table 8 shows the ESL learners’ perceptions regarding implementing TBLT in their classrooms. The analysis showed that the TBLT implementation in the English classroom was well received by the participants. This finding corroborates the findings by Ahmed and Bidin (2016). In their study, most students agreed that TBLT was effective and indicated that they enjoyed TBLT.

Table 8

Part 2: Implementation of TBLT in ESL Classroom

Item	Mean	SD	Interpretation
12. In order to complete each task, I had to find relevant information on the Internet.	4.35	.745	Strongly Agree
13. I completed all tasks because I was curious about various topics and tasks assigned by the teacher.	4.15	.745	Agree
14. By completing various tasks, I discovered my strengths and weaknesses.	4.55	.510	Strongly Agree
15. Some tasks reflected real-life settings, and I would be able to use the English language spontaneously.	4.65	.489	Strongly Agree
16. Our team completed the tasks within the assigned time duration.	4.65	.489	Strongly Agree
17. My team members encouraged me to volunteer and contribute to the discussion to complete the task assigned by the teachers.	4.55	.605	Strongly Agree
18. Teachers developed an appropriate orientation for the students related to performance.	4.55	.605	Strongly Agree
19. I believe that Task-based instruction motivates us to learn English more, particularly speaking and listening skills.	4.45	.571	Strongly Agree
20. Teachers explained to us exactly what we needed to do the task to learn to speak and listen by using Task-Based Language Teaching (TBLT).	4.60	.598	Strongly Agree
21. The teacher encouraged us to take our responsibilities and role to practice based on the given speaking and listening tasks.	4.70	.503	Strongly Agree
22. Teachers provided opportunities for us by giving options and allowing us to do an evaluation of our own performance.	4.70	.503	Strongly Agree

The analysis in Table 9 revealed that time allocation, class size and students' English proficiency were not significant barriers for the students in completing the tasks during the lesson. These findings corroborate with Nghia and Quang (2021) who also found TBLT can effectively addresses classroom challenges, such as insufficient class time and large class size. Furthermore, finding on mixed perceptions about team members' language abilities implies that the variability in language skills within a team can potentially impact the effectiveness of communication and collaboration during task-based learning activities. This finding is consistent with Ulla and Perales (2021), who noted that students' enhanced performance in group settings can be attributed to their peers' abilities and language

proficiency.

Table 9

Part 3: Challenges of TBLT

Item	Mean	SD	Interpretation
23. The time allocated to complete the tasks was limited and short.	3.20	.834	Disagree
24. It was very challenging to execute the tasks given due to my lack of English proficiency.	2.95	.945	Strongly Disagree
25. The size of my class was appropriate and convenient for me to follow the lesson and execute the tasks with my team members.	3.95	1.050	Agree
26. My team members/pair have limited target language proficiencies.	3.05	1.146	Neutral
27. I have little knowledge of task-based instruction.	3.00	1.076	Neutral

Conclusion

The study showed that TBLT has a positive impact on ESL pre-university students' English spoken production and interaction among. Even though the quantitative findings were not statistically significant, the experimental group showed considerable developments in spoken production and interaction in terms of fluency through reduction of fillers. The ESL teacher in the study noted an increase in students' engagement despite some challenges encountered during the implementation of TBLT. The study indicated that TBLT was well received by the learners. Thus, the findings from this study highlight the potential to use TBLT in ESL classes to enhance and boost learners' spoken abilities.

Nevertheless, several constraints in this study, such as the limited duration of the intervention and limited range of assessed variables such as spoken language performance and ESL learners and teachers' perceptions. Further studies to explore TBLT adaptations for diverse learner populations and its long-term impact on language proficiency should be considered.

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