



Effectiveness of Task-Based Language Learning Approach for Fostering English Speaking Skills of Secondary Level Students

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Citation: Adil Hussain, Ali Raza Khoso, & Shoaib Noor. (2024). Effectiveness of Task-Based Language Learning Approach for Fostering English Speaking Skills of Secondary Level Students. *Al-Qirtas*, 3(3). Retrieved from <https://al-qirtas.com/index.php/Al-Qirtas/article/view/316>

Abstract:

The study aims to explore the effectiveness of a task-based language learning approach for fostering English-speaking skills of secondary-level students at Sanghar. The quantitative research approach is adopted in which pre- and post-tests are used as a tool to measure the English-speaking proficiency of secondary-level students. Brown (2001) rubric was used to assess student speaking skills. The stratified sampling was employed to select participants. The participants of the study include 50 control group students and 50 experimental group students from the government school Sanghar. The data was analyzed by using statistical packages for social sciences (SPSS) software in which a paired sample T-test was employed to know the significant difference between pre- and post-task interventions. The findings revealed that there is a substantial difference in the pretest and posttest scores of students. Task-based learning has an enormous impact on the enhancement of speaking skills among senior high school students. TBL provides students with the opportunity to enhance their speaking skills through the completion of tasks. The study recommends that task-based language learning should be implemented in English classrooms at the secondary level.

Keywords: Effectiveness, Task-Based Language Learning Approach, Fostering English Speaking Skills, Students

Introduction

The 21st century is marked by the phenomenon of globalization, which necessitates that most countries around the world possess proficient and fluent language skills. The rising population has led to increased demands and competition in the fields of education, economics, and careers.



Fluency in communicating is a vital requirement for achieving one's goals. English is the predominant language used for daily communication worldwide. English is the global language. Fluency in the language is crucial for efficient contact with industrialized nations in Pakistan due to various reasons. In a country like Pakistan, effective communication enhances the ability of educators and students to focus on teaching and cultivating the given skill. English language learners should be provided with teaching both within and beyond the confines of the classroom to guarantee their ability to communicate in the language in any given situation effectively. English educators can utilize a diverse range of instructional approaches within the classroom setting in order to assist their students. These exercises facilitate the acquisition of new vocabulary and promote a sense of familiarity and proficiency in their meanings and applications, ultimately resulting in improved verbal communication skills. English has played a highly important role in the lives of Pakistanis.

English is significant due to its essential role as a primary language for communication in domains such as education and research. The presence of language barriers is ultimately overcome, leading to the promotion and establishment of a worldwide community through the use of English. The national curriculum developed by the Pakistani Ministry of Education (The Ministry of Education, 2008) dictates that a basic English education at the primary and secondary levels should include instruction in four essential skills. Proficiency in the English language is necessary for all levels till graduation. As per a Ministry of Education paper from 2008, students are urged to employ the English language in diverse settings, encompassing both their classes and interactions with local and foreign cultures. Speaking is an essential skill for communication. The source of this information is a publication by Bailey and Savage in 1994.

Statement of the Problem

The situation of English language learning and teaching processes in Pakistan is getting worse because of traditional methods of teaching and learning. The curriculum and syllabus design focus only on the text-based context, ignoring the language proficiency needs. English in Pakistani colleges taught English as a subject, not as a language, which makes the learners less proficient in the English language itself. Moreover, teaching methods increase this deficiency even more. Therefore, the need is to focus more on proficiency in language, especially spoken, because speaking is the most neglected skill in the Pakistani context. Speaking skills should be taught by using methods that increase learners' interest and help them to improve speaking skills. This study used a task-based language learning approach as an attempt to measure its effectiveness in improving English speaking skills.

Aim of the Study

This study aims to explore the effectiveness of a task-based language learning approach for improving the English-speaking skills of secondary-level students at Sanghar.

objectives of the study

1. To determine the most effective aspect of using a task-based language learning approach for fostering the English-speaking skills of secondary students at Sanghar.



2. To know the significant difference in pre and post-test-based groups before and after using a task-based language learning approach for fostering English speaking skills of secondary-level students at Sanghar.

Research Questions

Q1. What is the most effective aspect of using the task-based language learning approach for fostering the English-speaking skills of secondary-level students at Sanghar?

Q2. Is there any significant difference in pre and post-test before and after using the task-based language learning approach for fostering English speaking skills of secondary level students at Sanghar? (T-test)

Hypothesis

H1. The task-based language learning approach is effective in improving the English-speaking skills of secondary-level students at Sanghar.

H0. The task-based language learning approach is not effective in improving the English-speaking skills of secondary-level students at Sanghar.

Significance

The study is significant in many ways. It would be beneficial for curriculum designers, policymakers, teachers, and students to be aware of the importance of a task-based language learning approach in enhancing English speaking skills. It would provide a guideline module of task-based language learning activities that improve English speaking skills at the secondary level. Moreover, the findings of this study will help teachers to increase students' interest, participation and learning progress by knowing task-based classroom activities.

Literature Review

Definition of Task-based Learning

Nunan (2003) states that communicative language use is a crucial aspect of educational tasks when students actively interact with the target language, emphasizing the understanding and expression of meaning rather than the grammatical structure. Furthermore, the activity should evoke a sense of completion and be able to function independently as a self-contained form of communication. Ellis (2003) defines a task as a structured plan that requires students to employ pragmatic language processing in order to provide an output that can be evaluated to determine if the intended propositional content has been effectively communicated. To accomplish this, learners must employ their linguistic abilities and carefully attend to meanings. The arrangement of the job may impact the learners' choice in selecting particular forms. The objective of a job is to generate language usage that closely mimics the way language is used in ordinary settings, either directly or indirectly. This task, like other exercises in the English language, may require various cognitive processes and the use of productive or receptive speech and writing abilities.



The Components of Task-based Learning Activities

Ellis (2003) recognized the following components of task-based learning: The term "goal" refers to the overarching objective of the exercises assigned by language teachers to their pupils, which may include enhancing their ability to explain goods concisely or providing them with an opportunity to practice utilizing communicative language. Ellis has identified multiple layers to explain the meanings of task-based learning activities effectively. The phrase "input" refers to the verbal or written data given by the task, such as photographs, written language, or a map. Conditions can pertain to the manner in which information is provided, such as whether it is divided or shared. Additionally, conditions can also refer to how data is utilized, such as whether it is convergent or divergent. The term "procedures" refers to the systematic steps that must be followed to complete the assignment, including the choice between group or pair work and the decision to allocate preparation time or not. An "outcome" refers to the final result or product that is generated upon completion of a task, such as a fully assembled table, a marked path on a map, or a comprehensive list of the disparities between two photographs. The expected result can either be "closed," indicating that there will be just one "correct" strategy, or "open," indicating that there will be several possibilities. The term "process" refers to the verbal and cognitive activities that are believed to be generated by the activity. As seen in Figure 1, Nunan (2004) provides a graphic guideline that describes objectives, input, activities, teacher and student roles, and settings.

Goals

Input

Activities

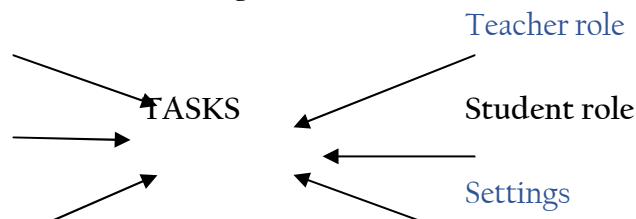


Figure 1 depicts a methodological technique known as task-based learning component analysis, as described by Nunan in 2004. The overarching objective of acquiring knowledge and understanding of a task is commonly referred to as a goal. The data that is used as the initial point for the task is called input. Activities demonstrate the true purpose for which the students will utilize the input. When examining the social and interpersonal interactions between students and teachers during a task, the words "teacher's role" and "student's role" are employed. When referring to settings, we are discussing how the physical arrangement of the classroom impacts the dynamics of interactions that occur during activities such as group or pair work. Nunan argues that in the process of selecting, modifying, altering, and enhancing communication activities, it is imperative to define each of these components explicitly.

Theoretical Framework

Willis (1996) suggested several valuable concepts for building lessons focused on task-based learning. There are three phases:

Pre-task



During the pre-task, the instructor presents the crucial vocabulary and grammatical structures of the lesson to the class. Following this, she delivers a comprehensive explanation of the subject and gives directions for the work phase. The task model provides clear instructions to the children, ensuring they have a precise understanding of what is expected from them. To complete the assignment, this motivates the students to utilize their preferred methods. Teachers can illustrate the task using visual aids such as photographs, audio recordings, and videos or by personally performing the task. Students are prepared to engage in the work in a manner that will facilitate the acquisition of knowledge and skills, all due to the pre-test.

Task

During the task phase, students utilize language resources to complete the assignment either in pairs or, more commonly, in small groups, depending on the nature of the work. The teacher assumes a specific role in the work, monitoring the activities of the students and promoting communication in the target language without intervening to rectify errors.

Planning

To complete the project, the students are required to write either an oral or written report, which they will present in class. The teacher simultaneously monitors the students and responds to inquiries.

Report

Subsequently, the students peruse the written report or deliver an oral presentation of the content to the class. At this juncture, both the instructor and the observing students may provide written or spoken feedback.

Analysis

The lecturer thoroughly examines the material and highlights relevant sections in the audio for the students to contemplate. The scope of the analysis may encompass the language forms employed by the students, the challenges they encountered, and potentially the forms that were underutilized or required further attention.

Practice

Ultimately, the teacher may address the information that was mentioned during the analytical phase. Students participate in practice exercises to enhance their self-confidence. This presents an occasion for the educator to emphasize crucial terminology. Ellis (2003) categorized the task-based learning framework into three distinct phases: pre-task, during-task, and post-task. When coupled, they form a cohesive work cycle.

Pre-task

Preparing students for a task includes clearly defining the expectations, presenting examples of the functions along with several options that structure the activity, and identifying the aim of the assignment beforehand. Instructors must provide participants with a sufficient amount of time to arrange their activities.

During task

The teacher's choice of methodology in task-based instruction is influenced by the number of



participants and time constraints. Teachers have the autonomy to provide students with a diverse range of instructional opportunities during the task-oriented hour.

Post- task

Post-task procedures encompass the steps that are undertaken subsequent to the completion of a task. Post-task offers a variety of options. There are a total of three pedagogical aims. These objectives include providing the opportunity to redo the assignment, encouraging reflection on how the activity was performed, and assisting with the completion of forms, particularly those that the learner struggled with. Examples of these forms are the student report, increasing awareness, and repeating the activity.

Empirical studies

Lemmolo (2019) asserts that employing task-based activities as a pedagogical approach to teaching speaking entails assigning students authentic, real-world tasks to complete under the guidance of professors. Furthermore, Ur (2006) argued that task-based language learning involves the implementation of a series of tasks aimed at engaging students in authentic interactions and enhancing their competence in a foreign or second language. Speaking is the primary and seemingly more significant of the four language skills, which include listening, speaking, reading, and writing. Language speakers are individuals who possess knowledge and proficiency in a particular language. Considering that speaking necessitates the use of several language abilities, acquiring the talent of speaking is the favored or primary objective for the majority of non-native language learners. Moreover, according to Brown (2001), task-based language acquisition prioritizes the task as the main emphasis of practical learning. Learning is a series of communication acts that are directly linked to the cyclical function they serve. Speaking refers to the interactive process of making meaning, which involves obtaining, producing, and receiving information (Burns & Joyce, 1997; Brown, 1994).

Acquiring fluency in verbal communication is an essential milestone in the process of developing competency in the English language. Speaking engagements are indicative of professional accomplishment and, eventually, success in one's personal and professional life (Nunan, 1991). However, multiple studies indicate that despite receiving English education for an extended period, Thai students face difficulties in effectively applying their acquired language abilities in everyday conversations (The Ministry of Education, 2002). Proficiency in using English effectively in everyday circumstances relies on the collaboration of teachers, students, and the English language teaching and learning process. The issue may be attributed to inadequately planned teaching tactics, as they have a significant influence on both language instruction and student learning (Lochana & Deb, 2006). Instead of providing their students with exposure to language learning, certain teachers have been observed to focus only on teaching grammar. According to Nunan (2004), most English sessions employ teacher-centered methodologies.

According to Ruso (2007), students often form negative opinions of professors who focus on teaching grammar and fail to involve them in conversational English. Consequently, pupils have limitations in their ability to utilize English in various situations. Students who lack



proficiency in situational English are deprived of chances to engage in spoken communication. However, there are recommended exercises that can aid in the process of gathering, storing, retrieving, and applying information. These exercises have been proven to enhance learning and make it easier, faster, more enjoyable, efficient, self-directed, and adaptable to new situations (Oxford, 1990). Mastering the skill of speaking English is of great importance to many language learners. However, in some EFL/ESL classrooms, this focus has been neglected. The methodological disagreement is the most effective approach for instructing speaking abilities. Teachers utilize a variety of textbooks and methods, including direct instruction and focusing on certain parts of oral interactions (Richard, 1990). Richard proposed that educators strategically design a diverse range of interactive exercises that actively engage youngsters, notwithstanding the controversial matter at hand.

However, it is essential to include everyday conversations in educational tools or speaking exercises for second language learners. According to this task-based learning theory, learner-centered instructions are supplanting teacher-centered ones in language training. According to Richards (1986), employing a variety of tasks in language instruction is thought to enhance students' ability to develop effective communication skills. Task-based learning has demonstrated efficacy in multiple Asia-Pacific countries (Nunan, 2002). Task-based learning activities facilitate language acquisition in diverse classroom environments, hence promoting students' language development. Task-based learning provides students with the opportunity to engage in language usage actively. The primary focus of the classroom activity is to provide work that effectively and organically involves students in practicing language skills. Students are provided with the opportunity to utilize language in task-based activities with the aim of achieving specific objectives. This technique enables students to focus on the semantics of the vocabulary they employ and contemplate actual situations.

The students are permitted to choose words that are relevant to the activities they must do. Task-based learning activities encompass activities such as sharing knowledge, gathering experiences, engaging in games, and resolving problems. These exercises are considered relevant and practical assignments designed to maintain students' engagement in acquiring fluency in spoken English (Willis & Willis, 2007). According to Willis & Willis (2001), tasks are distinct from grammar exercises because the specific forms to be acquired are not pre-determined. Several researchers, such as Murad (2009), Sae-Ong (2010), Thongpubai (2010), and Phisuthangkoon (2012), have demonstrated that task-based learning exercises enhance students' English-speaking skills. In light of the evidence presented in the research above, task-based learning is a highly promising method that enables students to enhance their English-speaking abilities in order to achieve their goals. Consequently, the researcher is intrigued by the idea of utilizing task-based learning to evaluate and enhance the English communication skills of students at Sanghar Secondary School.

Bano (2022) stated that the study aimed to ascertain the extent to which Task-Based Language Teaching Strategies contribute to the improvement of students' speaking skills.



Additionally, it sought to elucidate the teaching and learning environment in English as a Foreign Language (EFL) classes from the student's perspective when TBLT was implemented. The findings indicated that the ESL students held a positive view of TBLT, witnessed a positive change in the English language instruction setting, and deemed the learning environment conducive to teaching oral communication. In addition, the researchers found that the use of Task-Based Language Teaching (TBLT) strategies improved students' fluency and confidence in speaking by boosting their speaking skills. However, in order for pupils to improve their accuracy in speaking, they must engage in more practice sessions.

In addition, Al Nashash (2006) conducted a study to examine the effects of a task-based strategy on the development of oral and writing English abilities in first-year female secondary school students in Amman. The results indicate that Task-Based Language Teaching (TBLT), which is grounded on the philosophy and practice of TBLT, is a significantly more effective instructional method than traditional techniques for enhancing speaking and writing skills. In addition, Muller (2005) conducted research at a private school in Japan where he utilized task-based learning to offer the less proficient students in the small class more chances to practice speaking. He adapted a lesson from the vocabulary-focused presenting practice-producing textbook. The researcher employed the work framework suggested by Willis (1996), comprising a communicative task, the creation of a task report, and presenting of the task report to the class. In order to enhance outcomes, the researcher meticulously chose individual units from the textbooks, extracted relevant language from each unit, allocated themes, and delineated corresponding activities.

Willis (1996) listed the tasks for each unit and selected the specific weeks in which each task would be done. Moreover, he reached the determination that the assignments, subsequent planning, and report phases failed to fulfill the criteria of the task-based lessons outlined in the syllabus. The method he used did not successfully identify the starting point for TBL users who seem to have limited progress and may not be able to progress further with the full version of TBL. As these students progress, they will have the ability to tackle activities, plans, and reports that are less restrictive and more substantial while also becoming more adept at adhering to the structure of these tasks, plans, and reports.

In a study conducted by Sae-Ong (2010), the focus was on examining the enhancement of English-speaking skills among Mathayom Suksa 4 students through the implementation of task-based learning and group projects. A total of forty students from Mathayom Suksa 4 took part in the event. The individuals were chosen using a process of random sampling. Data was collected by utilizing seven lesson plans, a pre-post speaking exam, a teacher observation form, learner self-evaluation forms, group work assessment, and other instruments in conjunction with the measuring methods. After the investigation, it was found that Mathayomsuksa 4 kids had significantly higher English-speaking skills.

Ruenyoot (2010) investigated the potential enhancement of speaking and listening skills among Primary 3 students in Bangkhuntien, Bangkok, through the use of a task-based approach.



A total of forty students from Prathom 3 took part in the second semester of the 2008 academic year. The investigation was conducted over 14 weeks. That amounts to a total of two hours per week. This study employed four task-based learning lesson plans, along with a pre-and post-test on English listening and speaking skills, as the assessment methods. Every task assessment was documented in the learning log. After the introduction of task-based learning activities on the specified days, the students' English hearing and speaking skills were found to have improved significantly.

Thongpubai (2010) examined the students' perspectives on studying communicative English and their ability to communicate in English using task-based learning effectively. A simple random sample method was employed to select 30 pupils from Matthayomsuksa 3 at Wangphonngamwittaya School in Loei province. The research procedures employed in this study included six lesson plans based on task-based learning, a pre-and post-speaking ability test, a speaking test rubric to assess students' learning behavior, a self-assessment questionnaire to evaluate speaking ability, and a questionnaire to gauge students' attitudes towards studying communicative English. The study aimed to assess the proficiency of Matthayomsuksa 3 students in English communication and their receptiveness towards learning the language using a task-based learning approach. After the sessions were finished, it was found that the participants' conversational abilities were significantly enhanced.

In a study conducted by Phisuthangkoon (2012), the focus was on examining the enhancement of English-speaking abilities among first-year students at Intrachai Commercial College through the use of communicative activities. There was a total of thirty-two participants. The course was executed for eight weeks. The pre- or post-test is not mentioned. After experimenting, questionnaires were distributed to gather information about students' perceptions and attitudes toward communicative activities. The study's findings revealed that the students held positive opinions toward the utilization of communicative English. The investigation yielded positive results. It was motivating to instruct communicative English exercises that were centered around students' speaking performances, with the aim of enhancing their speaking skills. The strategies were implemented in an English as a Foreign Language (EFL) classroom to enhance the student's oral communication skills through a variety of interactive exercises.

In a study conducted by Nashash (2006), the impact of a task-based curriculum on the development of oral and written competency in the English language was investigated among female first-year secondary school students in Amman. The results showed that the designed program, based on task-based language training principles and practices, improved the acquisition of speaking and writing abilities for communication, as compared to the traditional teaching technique. Aljarf (2007) examined the influence of Task-Based Language Teaching (TBLT) on a group of fifty-two female English as a Foreign Language (EFL) students who were enrolled in the language college at King Saud University in Riyadh, Saudi Arabia. During their third semester, the students were enrolled in a two-hour speaking course. The research teacher



underwent pre- and post-testing while utilizing the ideas, tools, and strategies of Task-Based Language Teaching (TBLT) for instruction. This study illustrated the students' ability to generate ideas promptly and communicate effectively, employing appropriate language and pronunciation. The success of the improvement can be attributed to the efficacy of task-based instruction.

Suxiang (2007) examined the impact of integrating online English language teaching with task-based language instruction on Chinese university graduate students who were not English majors. He investigated whether this combination augmented the students' motivation to acquire English and if it improved their fundamental skills in speaking, listening, reading, and writing. The study's findings revealed a positive correlation between the passage of time and the growth of students' passion for English. This excitement, in turn, catalyzed their language acquisition, particularly in the domains of speaking, listening, reading, and writing. In their study, Birjandi and Ahangari (2008) examined the impact of task type and task repetition on task difficulty, accuracy, and fluency. The researchers placed the 120 kids into six groups.

The results of the study revealed significant differences in the participants' spoken language skills, specifically in terms of how smoothly they spoke, how accurate their language use was, and how sophisticated their speech was. These differences were influenced by the sort of task they were given, whether they had repeated the task before, and the relationship between these factors. These study findings reports are likely to encourage teachers to feel comfortable utilizing TBL in the classroom. The entirety of it fulfills the fundamental prerequisites for acquiring a second language, including factors such as motivation, exposure, purposeful utilization, and linguistic analysis.

In his study, Murad (2009) examined the impact of a task-based language instruction program on the attitudes of Palestinian secondary students toward English and their speaking proficiency in the language. Eleventh-grade pupils were subjected to TBLT for three months. The TBLT curriculum was found to significantly enhance the speaking skills of students in the experimental group and positively influence their attitudes toward English. The girls' speaking abilities in the experimental group exhibited more improvement compared to the boys' as a result of the Task-Based Language Teaching (TBLT) training.

Methodology

To explore the effectiveness of a task-based language learning approach for fostering English-speaking skills of secondary-level students at Sanghar. The quantitative research approach is adopted. The study involved pre and post-tests to measure the English-speaking proficiency of secondary-level students. Brown (2001) rubric was used to assess student speaking skills. The stratified sampling was employed to select participants. The participants of the study include 50 control group students and 50 experimental group students from the government Molvi Khair Muhammad High School Sanghar. The data was analyzed by using statistical packages for social sciences (SPSS) software in which a paired sample T-test was employed to know the significant difference between pre and post-task interventions.



Findings of the study

Q: Is there any significant difference in pre and post-test before and after using the task-based language learning approach for fostering English speaking skills of secondary level students at Sanghar? (Paired-test)

Group Statistics

	Traditional and Task-based Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-TBLL	Traditional Group	50	3.6525	.65354	.10333
	Task-based Group	50	3.5769	.37057	.05934
Post-TBLL	Traditional Group	50	3.6242	.58138	.09192
	Task-based Group	50	3.8708	.41429	.06550

From the provided group statistics, it appears that there are two groups: a Traditional group and a Task-based group, each consisting of 50 participants. The mean, standard deviation, and standard error of the mean are reported for two variables: Pre-TBLL and Post-TBLL. These variables likely represent measurements taken before and after an intervention or treatment.

Pre-Task Based Language Learning (Pre-TBLL)

Traditional Group: The mean pre-TBLL score for the Traditional group is 3.6525, with a standard deviation of approximately 0.65354. The standard error of the mean is 0.10333.

Task-based Group: The mean pre-TBLL score for the Task-based group is 3.5769, with a standard deviation of approximately 0.37057. The standard error of the mean is 0.05934.

Interpretation:

Before the intervention, both the Traditional and Task-based groups had similar mean scores on the pre-TBLL variable. However, the Task based group had slightly lower variability (standard deviation) in their scores compared to the Traditional group.

Post-Task Based Language Learning (Post-TBLL)

Traditional Group: The mean post-TBLL score for the Traditional group is 3.6242, with a standard deviation of approximately 0.58138. The standard error of the mean is 0.09192.

Task-based Group: The mean post-TBLL score for the Task-based group is 3.8708, with a standard deviation of approximately 0.41429. The standard error of the mean is 0.06550.

Interpretation:

After the intervention, both groups showed an increase in mean scores compared to their pre-treatment scores. Additionally, the Task-based group has a higher mean post-TBLL score compared to the Traditional group, indicating that the intervention may have had a positive effect on bilingual language levels.

- The standard deviation in the Task-based group's post-TBLL scores is also lower compared to the Traditional group, suggesting that the intervention may have led to more consistent outcomes among participants in the Task-based group.



Overall, these statistics provide initial insights into the effectiveness of the intervention in improving bilingual language levels, with the Task based group showing a higher mean score and less variability in post-treatment scores compared to the Traditional group. However, further analysis, such as inferential statistics (e.g., t-tests or ANOVA), would be necessary to determine the statistical significance of these differences.

Independent Samples 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	95% Confidence Interval of the Difference	
								Lower	Upper
Pre-TBLL Equal variances assumed	8.973	.004	.630	77	.531	.07558	.11995	-.16327	.31442
Pre-TBLL Equal variances are not assumed.			.634	62.038	.528	.07558	.11916	-.16262	.31377
Post-TBLL Equal variances assumed	4.306	.041	2.185	78	.032	-.24667	.11288	-.47139	-.02195
Post-TBLL Equal variances are not assumed.			2.185	70.488	.032	-.24667	.11288	-.47176	-.02157

The provided output shows the results of independent samples t-tests conducted to compare the means of the Pre-TBLL and Post-TBLL variables between the Traditional and Task-based groups. Levene's test for equality of variances was first conducted to determine whether the assumption of equal variances was met. Based on the significance level (p-value) obtained from Levene's test, we determine whether to interpret the results from the equal variances assumed or not assumed section.

Pre-Task Based Language Learning (Pre-TBLL)

Equal Variances Assumed:

- Levene's Test: $F(1, 77) = 8.973, p = 0.004$ (significant)
- t-test: $t(77) = 0.630, p = 0.531$ (not significant)
- Mean Difference: 0.07558
- Std. Error Difference: 0.11995



- 95% Confidence Interval of the Difference: [-0.16327, 0.31442]

Interpretation: Since the p-value for the t-test is greater than the significance level ($\alpha = 0.05$), we fail to reject the null hypothesis. There is no statistically significant difference in the mean pre-TBLL scores between the Traditional and Task-based groups when assuming equal variances.

Equal Variances Not Assumed:

- t-test: $t(62.038) = 0.634$, $p = 0.528$ (not significant)

- Mean Difference: 0.07558

- Std. Error Difference: 0.11916

- 95% Confidence Interval of the Difference: [-0.16262, 0.31377]

Interpretation: The results are consistent with the previous interpretation. Even when equal variances are not assumed, the difference in mean pre-TBLL scores between the two groups is not statistically significant.

Post-Task Based Language Learning (Post-TBLL)

Equal Variances Assumed:

- Levene's Test: $F(1, 78) = 4.306$, $p = 0.041$ (significant)

- t-test: $t(78) = -2.185$, $p = 0.032$ (significant)

- Mean Difference: -0.24667

- Std. Error Difference: 0.11288

- 95% Confidence Interval of the Difference: [-0.47139, -0.02195]

Interpretation: Since the p-value for the t-test is less than the significance level ($\alpha = 0.05$), we reject the null hypothesis. There is a statistically significant difference in the mean Post-TBLL scores between the Traditional and Task-based groups when assuming equal variances. The Task-based group has a significantly higher mean post-TBLL score than the Traditional group.

Equal Variances Not Assumed:

- t-test: $t(70.488) = -2.185$, $p = 0.032$ (significant)

- Mean Difference: -0.24667

- Std. Error Difference: 0.11288

- 95% Confidence Interval of the Difference: [-0.47176, -0.02157]

Interpretation: The results are consistent with the previous interpretation. Even when equal variances are not assumed, the difference in mean post-TBLL scores between the two groups is still statistically significant.

Q2. To what extent the task-based language learning approach is effective for fostering the English speaking skills of secondary-level students at Sanghar?



Group Statistics

	Traditional and Task-based Group	N	Mean	Std. Deviation	Std. Error Mean
Fluency	Traditional Group	50	3.3238	.42821	.06771
	Task-based Group	50	3.8556	.43634	.06899
Vocabulary	Traditional Group	50	3.4434	.39720	.06280
	Task-based Group	50	3.7990	.50641	.08007
Grammar	Traditional Group	50	3.5044	.66803	.10562
	Task-based Group	50	3.7941	.49323	.07799
Pronunciation	Traditional Group	50	3.7808	.57102	.09029
	Task-based Group	50	3.9712	.43503	.06878
Manner	Traditional Group	50	3.4583	.56048	.08862
	Task-based Group	50	3.2889	.50122	.07925

The provided group statistics present the mean, standard deviation, and standard error mean for five different variables measured in both Traditional and Task-based groups: Fluency, Vocabulary, Grammar, Pronunciation, and Manner.

Fluency

Traditional Group: Mean = 3.3238, Std. Deviation = 0.42821, Std. Error Mean = 0.06771

Task-based Group: Mean = 3.8556, Std. Deviation = 0.43634, Std. Error Mean = 0.06899

Interpretation: The Task based group has a higher mean fluency score (3.8556) compared to the Traditional group (3.3238). However, the standard deviation and standard error mean are relatively similar between the two groups.

Vocabulary

Traditional Group: Mean = 3.4434, Std. Deviation = 0.39720, Std. Error Mean = 0.06280

Task-based Group: Mean = 3.7990, Std. Deviation = 0.50641, Std. Error Mean = 0.08007

Interpretation: Similar to fluency, the Task based group has a higher mean vocabulary score (3.7990) compared to the Traditional group (3.4434). The standard deviation is slightly higher in the Task-based group, indicating more variability in vocabulary scores within that group.

Grammar

Traditional Group: Mean = 3.5044, Std. Deviation = 0.66803, Std. Error Mean = 0.10562

Task-based Group: Mean = 3.7941, Std. Deviation = 0.49323, Std. Error Mean = 0.07799

Interpretation: The Task based group has a higher mean grammar score (3.7941) compared to the Traditional group (3.5044). However, the Traditional group has a higher standard deviation, indicating greater variability in grammar scores within that group.

Pronunciation

Traditional Group: Mean = 3.7808, Std. Deviation = 0.57102, Std. Error Mean = 0.09029

Task-based Group: Mean = 3.9712, Std. Deviation = 0.43503, Std. Error Mean = 0.06878



Interpretation: The Task based group has a higher mean pronunciation score (3.9712) compared to the Traditional group (3.7808). The Traditional group again exhibits a higher standard deviation, suggesting more variability in pronunciation scores within that group.

Manner

Traditional Group: Mean = 3.4583, Std. Deviation = 0.56048, Std. Error Mean = 0.08862

Task-based Group: Mean = 3.2889, Std. Deviation = 0.50122, Std. Error Mean = 0.07925

Interpretation: Interestingly, the Traditional group has a higher mean manner score (3.4583) compared to the Task-based group (3.2889). The Traditional group also has a higher standard deviation, indicating greater variability in manner scores within that group.

Conclusion

To summarize, task-based learning has a substantial impact on the enhancement of speaking skills among senior high school students. TBL provides students with the opportunity to enhance their speaking skills through the completion of tasks. Students are advised to utilize the English language when strategizing, executing, and delivering the work. Students can enhance their English-speaking skills in the classroom by engaging in task-based activities, thereby improving their proficiency as speakers. Rather than prioritizing grammatical-focused learning, it emphasizes the process of generating meaning. This can enhance the student's oral fluency since it enables them to engage in unrestricted conversation without the need for extensive grammatical modifications. Moreover, incorporating practical assignments in Task-Based Learning (TBL) could foster students' use of the target language for communication. Determined students exert significant effort to improve their speaking skills, resulting in the natural development of their speaking ability. Thus, task-based learning is a highly effective method for enhancing oral communication skills.

Recommendations for Further Studies

The use of task-based learning activities in secondary education reportedly enhances students' proficiency in speaking English. For teaching speaking skills, task-based learning activities (TBLT) are a good option for English teachers. The researcher has provided four recommendations for future researchers, which are listed below:

The study recommends that task-based language learning should be implemented in English classrooms at the secondary level.

The study future can be conducted on female students.

Teachers should follow a task-based approach in their teaching.

Future studies can be conducted on task-based language learning at a higher level.

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