

# The Effect of Task-Based Language Teaching (TBLT) On the Speaking Skills of Form 4 Students at A Malaysian Secondary School

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**Abstract:** *This study examines the effects of Task-Based Language Teaching (TBLT) on the speaking proficiency of Form 4 students in a Malaysian secondary school through a six-week mixed-methods intervention. Using a quasi-experimental one-group pretest–posttest design, the research investigated changes in learners’ fluency, accuracy, pronunciation, and vocabulary using CEFR-aligned speaking assessments and post-intervention questionnaires. The findings revealed significant improvements in accuracy, vocabulary, and overall speaking performance after the implementation of TBLT, indicating better control of language forms and more effective lexical use in communicative contexts. Fluency showed modest gains, suggesting increased speech continuity, while pronunciation remained largely unchanged due to limited focus on phonological features. Learners reported positive perceptions of task-based activities, highlighting the importance of visual scaffolding, real-life topics, pre-task planning, peer collaboration, and constructive feedback in supporting their speaking development and confidence. Teacher and peer feedback was identified as a key factor in facilitating progress. The results align with Willis’s TBLT framework, Skehan’s task complexity model, and Ellis’s cognitive-interactionist theory, emphasizing the role of meaningful interaction and scaffolding in language learning. Overall, the study confirms that TBLT is an effective approach for enhancing oral communication skills in the Malaysian ESL context and highlights the need for balanced task design and explicit pronunciation-focused activities to maximize learning outcomes.*

**Keywords:** Task-Based Language Teaching (TBLT); Task Complexity; Scaffolding And Feedback; Oral Communication Skills; Speaking Development

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## 1. Introduction

Speaking is an essential skill in second language acquisition, serving as a critical indicator of communicative competence and a key requirement for academic and professional success. In the Malaysian ESL context, however, many students face persistent challenges in mastering spoken English, including limited vocabulary, poor pronunciation, and low confidence. Despite curriculum reforms aligned with the Common European Framework of Reference (CEFR) and the English Language Education Reform Roadmap (2015–2025), traditional grammar-focused teaching methods have not adequately addressed these issues. This gap underscores the prerequisite for innovative, learner-centred approaches that prioritize authentic communication and real-world language use.

Task-Based Language Teaching (TBLT) has turned out to be a promising alternative, emphasizing meaningful, interactive tasks that mirror real-life situations. Grounded in Communicative Language Teaching (CLT), Sociocultural Theory, and Cognitive-Interactionist perspectives, TBLT fosters fluency, accuracy, pronunciation, and vocabulary development through structured, goal-oriented activities. By engaging learners in tasks such as role-plays, interviews, and storytelling, TBLT not only enhances linguistic competence but also boosts confidence and motivation.

This study investigates the impact of TBLT on the speaking proficiency of Form 4 ESL students in a Malaysian secondary school. Specifically, it examines how TBLT influences key speaking sub-skills and addresses common barriers to oral communication. This research aims to contribute to the ongoing discourse on effective ESL teaching practices and provide actionable insights for improving speaking instruction in Malaysian classrooms.

### **1.1 Research Questions**

This study explores how Task-Based Language Teaching (TBLT) improves the speaking skills of Form 4 ESL students in a Malaysian school. It focuses on which sub-skills; fluency, accuracy, pronunciation, or vocabulary show the most progress and how TBLT helps overcome common challenges like limited vocabulary, low confidence, and lack of real-world speaking practice.

### **1.2 Research Objectives**

The primary objective of this study is to examine the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the speaking proficiency of Form 4 ESL students in a Malaysian secondary school. Specifically, the study seeks to measure the extent to which TBLT improves specific speaking sub-skills, namely; fluency, accuracy, pronunciation, and vocabulary use through the implementation of structured, communicative tasks. Additionally, this research aims to identify the challenges that hinder students' speaking development and explore how TBLT can address these barriers by fostering learner engagement, reducing anxiety, and providing meaningful practice in authentic contexts. The study also aspires to contribute pedagogical insights into the integration of TBLT in Malaysian ESL classrooms, in alignment with CEFR-aligned educational policies and national aspirations to produce globally competent communicators.

### **1.3 Research hypotheses**

This study tests how Task-Based Language Teaching (TBLT) affects the speaking skills of Form 4 ESL students using pre- and post-tests. The main hypothesis ( $H_0$ ) suggests no significant change in overall speaking skills after the TBLT intervention, while the alternative hypothesis ( $H_1$ ) predicts significant improvement in fluency, accuracy, pronunciation, and vocabulary. Sub-hypotheses focus on each skill individually, such as  $H_{1a}$  for fluency and  $H_{1b}$  to  $H_{1d}$  for accuracy, pronunciation, and vocabulary. These hypotheses are tested using paired samples t-tests to measure changes in scores, providing a clear framework to evaluate the impact of TBLT on speaking proficiency.

## **2. Literature Review**

Speaking is a core component of communicative competence and a key indicator of second language proficiency. In the Malaysian ESL context, many learners face challenges such as limited vocabulary, weak pronunciation, low confidence, and anxiety, which hinder effective oral communication (Aziz & Kashinathan, 2021; Nadesan & Shah, 2020). Despite CEFR-

aligned curriculum reforms, traditional grammar-focused teaching methods remain dominant and often fail to provide sufficient opportunities for meaningful interaction (Wok Zaki & Darmi, 2021).

Recent studies emphasize that speaking is a complex skill requiring the integration of linguistic, cognitive, and social processes (Mahmood et al., 2023; Adickalam & Yunus, 2022). Learners must simultaneously manage vocabulary, grammar, pronunciation, and discourse under time pressure, making speaking one of the most demanding language skills.

Task-Based Language Teaching (TBLT) has been globally recognized as an effective approach for improving speaking skills by engaging learners in meaningful, goal-oriented communication. Previous research has shown that TBLT enhances fluency, accuracy, vocabulary, and pronunciation through authentic tasks and collaborative interaction (Omar et al., 2021; Masuram & Sripada, 2020; Panduwangi, 2023). By encouraging negotiation of meaning and providing feedback opportunities, TBLT supports language development more effectively than traditional methods.

In addition, TBLT aligns with sociocultural and cognitive-interactionist theories, emphasizing interaction, scaffolding, and learner autonomy (Vygotsky, 1978; Ellis, 2003). Studies also highlight the importance of task design, feedback, and affective support in reducing anxiety and promoting sustained engagement. Overall, the literature suggests that TBLT is a promising pedagogical approach for addressing speaking difficulties among Malaysian ESL learners, although further classroom-based research is needed to refine its implementation.

## **2.1 Conceptual Framework: Theoretical Foundations and Pedagogical Models Supporting TBLT in Speaking Instruction**

### **2.1.1 Theoretical Underpinnings**

TBLT is grounded in the principles of Communicative Language Teaching (CLT) which aims to explore rather the use of language through meaningful real-life interaction than grammar-based tasks. CLT encourages learners to not only negotiate meaning but also to be able to engage in interaction as well as to develop communicative competence (Richard and Rodgers, 2014). TBLT make use of CLT by instilling a goal-oriented language use, communicative tasks that mimics authentic situations so as to enhance speaking skills through meaningful interaction.

Vygotsky's sociocultural Theory (1978) explains that social interaction and scaffolded support mediated language learning. The concept of Zone of Proximal Development (ZPD) shows that learners perform beyond their current level of competence if given the support from their more knowledgeable peers or teachers. This theory is in line with TLBT's goal to promote collaborative tasks, peer negotiation and guided performance, which provides a socially-rich environment for speaking development.

Ellis's Cognitive-Interactionist Theory (2003) emphasizes that second language acquisition is facilitated through meaningful interaction, task engagement, and negotiation of meaning. Ellis (2003) argues that tasks that require learners to comprehend input, produce output, and attend to linguistic form create the conditions necessary for language development. TBLT fosters this process by engaging students in cognitively demanding speaking activities that stimulate fluency, accuracy, and lexical development through active participation.

## 2.2 Pedagogical Models for TBLT Implementation

### 2.2.1 Willis' TBLT Framework (1996)

Willis (1996) proposes a three-phase instructional model for implementing TBLT:

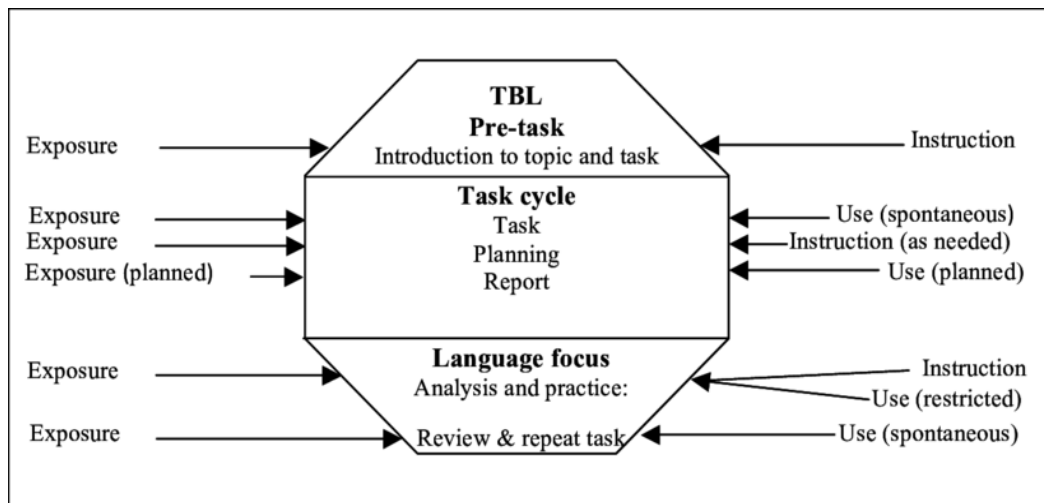


Figure 1: Willis's TBLT Framework (1996)

The TBLT lesson sequence begins with the pre-task phase, which activates learners' prior knowledge and introduces key vocabulary and expressions related to the topic. This is followed by the task cycle, where students engage in communicative activities such as role-plays or problem-solving tasks either in pairs or groups, emphasizing meaning over grammatical accuracy. Finally, the post-task phase allows students to report outcomes, reflect on the task process, and focus on specific language forms through teacher-led feedback and language analysis. This framework supports structured opportunities for learners to develop speaking skills in a gradual, scaffolded manner.

Skehan's model of Task Complexity (1998) emphasizes balancing fluency, accuracy, and complexity in task design. He suggests transitioning tasks from simple to complex and tailoring them to learners' proficiency levels to support progressive language development. In this study, tasks are designed with increasing complexity to foster continuous speaking improvement while minimizing cognitive overload.

Speaking proficiency comprises several interrelated sub-skills. The TBLT approach addresses each of these through targeted, communicative tasks:

Table 1: TBLT-Based Instructional Strategies Supporting Speaking Sub-Skills in ESL Classrooms

Speaking Sub-Skill	TBLT-Based Instructional Support
Fluency	Encouraged through extended, uninterrupted speaking tasks.
Accuracy	Reinforced through task repetition, scaffolding, and delayed corrective feedback.
Pronunciation	Improved via peer modeling, teacher guidance, and authentic oral interaction.
Vocabulary use	Expanded through contextualized language embedded in purposeful communication.

These sub-skills represent the measurable indicators of speaking performance in this study and serve as the basis for pre- and post-assessment criteria.

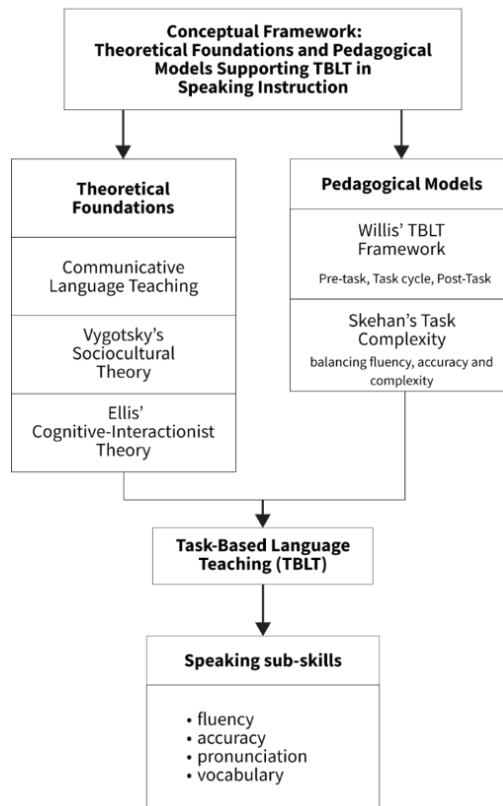


Figure 2: Visual Representation of the Conceptual Framework

### 3. Research Methodology

#### 3.1 Research Design

This study adopts a quasi-experimental one-group pretest–posttest designed to investigate the impact of Task-Based Language Teaching (TBLT) on the speaking proficiency of Form 4 ESL students. Due to time constraints and logistical limitations, no control group is included. Instead, the same group of participants is assessed before and after the intervention to measure changes in specific speaking sub-skills.

#### 3.2 Participants

The participants consist of 15 Form 4 students enrolled in a rural Malaysian secondary school, selected through purposive sampling. These learners represent typical ESL proficiency levels and are exposed to similar curriculum content. Parental and institutional consent will be obtained before the study begins.

#### 3.3 Instruments

This study evaluates the impact of Task-Based Language Teaching (TBLT) on students' speaking skills using pre- and post-test speaking tasks aligned with CEFR standards. These tasks, including interviews, storytelling, and role-plays, assess fluency, accuracy, pronunciation, and vocabulary. Pre-tests establish a baseline, while post-tests measure progress after TBLT sessions. A detailed speaking rubric, adapted from the CEFR Oral Proficiency Scale, ensures fair and consistent assessment. It evaluates each sub-skill on a 5- or 6-point scale, providing objective and reliable tracking of improvements in speaking proficiency.

A post-intervention student questionnaire gathers qualitative insights into learners' experiences with TBLT. It assesses confidence, motivation, engagement, and challenges through Likert-scale ratings and open-ended questions. This tool evaluates affective outcomes and provides reflective data. Combined with performance-based assessments, the questionnaire creates a comprehensive framework to measure both speaking proficiency and learner perspectives, ensuring meaningful and rigorous study results.

## 4. Result and Findings

### 4.1 Descriptive Statistics: Pre-Test vs Post-Test

The paired samples statistics reveal measurable improvements in most speaking dimensions following the TBLT cycle.

**Table 2: Paired Samples Statistics Comparing Pre- and Post-Test Scores Across Speaking Performance Metrics**

Category	Variable	Mean	N	Std. Deviation	Std. Error Mean
Pronunciation	Pronunciation_pre <sup>a</sup>	4.73	15	.884	.228
	Pronunciation_post <sup>a</sup>	4.73	15	.884	.228
Accuracy	Accuracy_pre	3.93	15	.884	.228
	Accuracy_post	4.53	15	.834	.215
Vocabulary	Vocabulary_pre	4.2	15	.414	.107
	Vocabulary_post	4.67	15	.617	.159
Fluency	Fluency_pre	4.8	15	.775	.200
	Fluency_post	4.93	15	.594	.153
Overall Speaking Performance	Total_pre	17.67	15	2.289	.591
	Total_post	18.87	15	2.386	.616

*The correlation and t cannot be computed because the standard error of the difference is 0.*

Based on the data, pronunciation scores remained unchanged ( $M = 4.73$ ), suggesting no measurable improvement. In contrast, accuracy increased from  $M = 3.93$  to  $M = 4.53$ , and vocabulary rose from  $M = 4.20$  to  $M = 4.67$ , indicating substantial gains. Fluency showed a modest improvement ( $M = 4.80$  to  $M = 4.93$ ), while the overall speaking score increased by 1.20 points ( $M = 17.67$  to  $M = 18.87$ ), reflecting the cumulative impact of the TBLT intervention.

The findings show that pronunciation improved only slightly because the tasks did not focus on speech sounds. Vocabulary improved the most due to the word support included in the tasks. Fluency improved slightly, with participants showing more consistent performance. Overall, speaking skills increased by 1.20 points, proving the tasks were effective in boosting communication skills.

### 4.2 Correlational Analysis: Consistency of Gains

To assess the consistency of learner performance across time, paired samples correlations were computed. Table 4.2 presents the correlation coefficients and significance levels for each skill area.

**Table 3: Pearson Correlations Coefficients Between Pre- and Post-Test Scores Across Speaking Performance Metrics**

Category	Variables	N	Correlation	Sig
Accuracy	Accuracy_pre & Accuracy_post	15	.73	.002
Vocabulary	Vocabulary_pre & Vocabulary_post	15	.559	.030
Fluency	Fluency_pre & Fluency_post	15	.901	<.001
Overall Speaking Performance	Total_pre & Total_post	15	.920	<.001

The Pearson correlation coefficients show significant links between pre-test and post-test scores for speaking metrics. Fluency ( $r = .901$ ) and overall performance ( $r = .920$ ) had the strongest correlations, while accuracy ( $r = .730$ ) and vocabulary ( $r = .559$ ) showed moderate to strong links.

### 4.3 Pedagogical Implications

The findings confirm TBLT's effectiveness in improving speaking skills, particularly accuracy and vocabulary, with strong correlations showing consistent learner responses and reliable task design. However, limited progress in pronunciation suggests a need for phonological-focused activities. The results align with Erlam's framework, linking task relevance and engagement to measurable gains. The six-week TBLT cycle improved speaking performance, especially in accuracy and vocabulary, supporting further analysis of themes and learner feedback

### 4.4 Learner Perceptions of Task-Based Speaking Activities

This chapter analyses learner perceptions of the six-week task-based speaking activities, based on responses to 20 Likert-scale statements from 15 participants. It highlights insights on engagement, fluency, confidence, relevance, collaboration, and reflection

**Table 4: Engagement and Motivation**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
1. The speaking tasks were engaging and enjoyable.	15	1	5	4.27	1.033
2. I felt motivated to participate actively during the tasks.	15	1	5	4.27	1.100
3. I found the tasks more stimulating than traditional grammar-based activities.	15	2	5	4.07	.961
20. Task-based lessons make me feel more engaged in learning English.	15	2	5	4.27	.799
Valid N (listwise)	15				

Learners showed consistently positive responses to task-based speaking. They found the tasks engaging and enjoyable ( $M = 4.07$ ,  $SD = 1.100$ ) and felt motivated to participate ( $M = 3.93$ ,  $SD = 1.163$ ). Tasks were seen as more stimulating than grammar-based activities ( $M = 4.07$ ,  $SD = 0.884$ ), and task-based lessons increased engagement in learning English ( $M = 4.20$ ,  $SD = 1.014$ ), highlighting strong motivational and pedagogical value

**Table 5: Fluency, Confidence, and Anxiety**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
4. The tasks helped me improve my speaking fluency.	15	1	5	4.27	1.223
5. I felt more confident speaking English after completing the tasks.	15	1	5	3.87	1.187
6. I felt less anxious about speaking English during the tasks.	15	1	5	3.47	1.187
Valid N (listwise)	15				

Survey results show learners found speaking tasks helpful, especially for fluency improvement ( $M = 4.40$ ,  $SD = 1.056$ ). Confidence gains were moderate ( $M = 3.73$ ,  $SD = 1.163$ ), while anxiety reduction was lower ( $M = 3.47$ ,  $SD = 1.187$ ), with mixed experiences. The findings confirm task-based instruction boosts fluency but suggest more support is needed for confidence and anxiety.

**Table 6: Pronunciation and Vocabulary Development**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
7. The tasks helped me improve my pronunciation.	15	1	5	4.27	1.100
10. The vocabulary used during tasks felt applicable to everyday communication.	15	1	5	4.13	1.060
Valid N (listwise)	15				

Survey results show learners found task-based speaking activities effective for improving pronunciation ( $M = 4.27$ ,  $SD = 1.100$ ) and using practical vocabulary ( $M = 4.07$ ,  $SD = 1.033$ ). This highlights the approach's value in developing real-world language skills.

**Table 7: Task Relevance and Level Appropriateness**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
8. The tasks were relevant to real-life situations.	15	1	5	4.27	1.1
9. The tasks matched my current language level.	15	2	5	4.13	.915
Valid N (listwise)	15				

The results show learners found task-based speaking activities relevant and well-suited to their level. Tasks were seen as realistic ( $M = 4.20$ ,  $SD = 1.082$ ) and appropriately challenging ( $M = 4.07$ ,  $SD = 0.884$ ), supporting effective and engaging language learning.

**Table 8: Cognitive Engagement and Strategy Use**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
11. The pre-task planning phase helped me organize my ideas.	15	2	5	4.07	.884
12. The tasks encouraged me to think creatively and solve problems.	15	1	5	4.07	1.033
13. I developed strategies for expressing myself during the tasks.	15	2	5	4.33	.816
Valid N (listwise)	15				

The results from the three survey items show learners positively engaged with task-based speaking activities. They found pre-task planning helpful for organizing ideas ( $M = 4.20$ ,  $SD = 0.941$ ), tasks encouraged creative thinking ( $M = 4.07$ ,  $SD = 1.100$ ), and they developed

strategies for self-expression ( $M = 4.13$ ,  $SD = 0.915$ ), supporting autonomy and effective communication.

**Table 9: Collaboration and Feedback**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
14. I enjoyed working collaboratively with peers during the tasks.	15	2	5	4.2	.775
15. Peer interaction supported my language learning and confidence.	15	1	5	4.2	1.014
16. The feedback I received during or after tasks helped me improve.	15	1	5	4.33	1.047
Valid N (listwise)	15				

The Survey items results show learners valued collaboration and feedback in task-based speaking activities. They enjoyed working with peers ( $M = 4.13$ ) and found interaction helpful for language and confidence. Feedback ( $M = 4.40$ ) was rated most impactful, highlighting its role in supporting progress

**Table 10: Reflection and Monitoring**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
17. I reflected on how I use English more deeply after task completion.	15	2	5	4.33	.816
18. The tasks helped me monitor my language progress over time.	15	2	5	4.33	.816
Valid N (listwise)	15				

The survey items results show learners engaged in reflection and self-monitoring during task-based speaking activities. They became more aware of their language use ( $M = 4.07$ ) and felt able to track their progress over time ( $M = 4.27$ ), supporting metacognitive growth and autonomy.

**Table 11: Future Preferences**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
19. I would like more task-based activities in future English classes.	15	1	5	4.13	1.060
Valid N (listwise)	15				

The result showed strong learner interest in more task-based activities ( $M = 4.07$ ), though some responses varied. Overall, learners found these activities valuable and engaging for future English classes.

#### 4.5 Summary of Findings

The quantitative results showed significant improvements in accuracy, vocabulary, and overall speaking performance, with modest gains in fluency and stable pronunciation. Accuracy and vocabulary demonstrated the strongest correlations between pre- and post-test scores, indicating the effectiveness of form-focused planning and lexical scaffolding. Fluency improved slightly, with learners reporting smoother speech and fewer pauses, although gains were less pronounced than in accuracy and vocabulary. Pronunciation remained unchanged, reflecting the limited focus on phonological features during the intervention. The qualitative findings enriched these results by highlighting learners' perceptions of the instructional process. Participants emphasized the role of cognitive scaffolding, including visual aids, real-life topics, and planning strategies, in supporting performance. They also valued affective

support through peer collaboration, confidence building, and anxiety reduction, which encouraged greater engagement in communicative tasks. Feedback mechanisms, such as teacher correction, peer correction, and praise, were consistently identified as key drivers of improvement. Together, these quantitative and qualitative findings provide a holistic understanding of how TBLT supports speaking development while also identifying areas for further refinement.

## 5. Conclusion

The conclusion derives from the 20 survey items analysis has shown that learners are responding well to task-based speaking activities, with engagement having high score as well as fluency ( $M=4.40$ ), pronunciation ( $M=4.27$ ) and vocabulary relevance ( $M=4.07$ ). The results indicate that most students prefer authenticity, level-appropriateness tasks, planning before tasks and peer interaction. On the other hand, confidence with ( $M=3.73$ ) and anxiety reduction ( $M=3.47$ ) indicate that there is a conflicting of idea which indicate some challenges. The findings further support the frameworks that emphasize authentic communication, learner autonomy and social support whilst there is a need for more focus on pronunciation and affective support.

From the findings, the conclusion we can jump to is that Task-Based Language Teaching (TBLT) has been proven to be instrumental in improving accuracy and vocabulary. However, pronunciation has shown no progress, therefore highlighting the need for specific tasks that focus on phonological practice. Fluency improved slightly, mostly due to the fact that learners often prioritized accuracy and vocabulary over fluency, which supports Skehan Trade-off hypothesis. Fluency gains are known to be contributed through peer collaboration and real-life topics, reflects the benefits of interaction and meaningful communication.

TLBT has helped in enhancing linguistic competence and supported confidence and strategic communication. Therefore, future tasks should compensate for the lacks of activities covering pronunciation as well as affective challenges like anxiety to further enhance learner outcomes.

### 5.1 Challenges and Constraints

Despite gains, both data sets revealed persistent challenges. Quantitative variability in fluency scores reflected these constraints. Accent comprehension and topic unfamiliarity further limited performance. These findings underscore the importance of task design and affective support.

### 5.2 Theoretical Integration and Contributions

This study validates the effectiveness of three major second language acquisition frameworks in guiding Task-Based Language Teaching (TBLT). Willis's framework was confirmed through pre-task scaffolding, task collaboration, and feedback, which provided structured and authentic learning experiences. Skehan's task complexity model explains the focus on accuracy and vocabulary, with modest fluency gains and some anxiety reflecting cognitive trade-offs. Ellis's interactionist theory highlights the importance of feedback, interaction, and noticing in fostering deeper language development.

The mixed-methods approach demonstrates that TBLT enhances speaking skills by combining cognitive support, social interaction, and feedback. Quantitative improvements in accuracy, vocabulary, and overall performance align with learners' positive experiences, affirming

TBLT's ability to balance cognitive challenges, emotional support, and interaction to promote communicative competence and effective language learning.

### 5.3 Pedagogical Implications

The study highlights key insights for ESL teaching. Using visual aids and real-life topics in tasks boosts idea generation and authenticity. Balancing task complexity prevents cognitive overload and supports fluency. Adding explicit pronunciation tasks can improve phonological skills. Timely feedback, peer collaboration, and emotional support are essential for building confidence and reinforcing language skills. Effective task-based instruction should combine cognitive challenge with emotional support to enhance engagement and communication.

### 5.4 Limitations

Several limitations must be taken into account. The sample size was small, which may limit the generalizability of the findings. The intervention period of six weeks, while sufficient to observe short-term gains, may not capture long-term development. Pronunciation was not explicitly targeted, which explains its stability and suggests that the scope of tasks could be expanded. Finally, reliance on self-reported interview data introduces potential bias, as learners may overstate or understate their experiences.

### 5.5 Future Research Recommendations

Future research could improve generalizability by using larger, more diverse samples and longer interventions to study sustained effects on speaking skills. Adding tasks focused on pronunciation and prosody may address phonological challenges, while exploring digital tools and multimodal scaffolds could offer new insights. Longitudinal mixed-methods studies would help track fluency, accuracy, vocabulary, and affective factors over time.

This study confirms TBLT as an effective method for improving speaking skills, especially accuracy, vocabulary, and overall performance. Learners gained from scaffolding, collaboration, and feedback, despite challenges like time constraints, anxiety, and topic familiarity. The findings support the theoretical frameworks of Willis, Skehan, and Ellis, demonstrating TBLT's ability to enhance language skills, strategy use, and confidence, while highlighting areas for improvement and future research.

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### Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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