Enhancing Fluency in Speaking Through Task-Based Teaching and Learning

Nguyen Hoa Phuong Quynh[1],

Abstract

The paper's primary goal is to evaluate the effectiveness of the TBLT, which stands for Task-Based Language Teaching methodology, in English language education and acquisition among eleventh and fourteenth grades. The project is implemented in a standard classroom at the VMG English center. In this case study, the students completed focused reasoning-gap and problem-solving projects over the duration of eight weeks, with all their presentations, conversations, and arguments being recorded and graded to provide them with constructive feedback. The study's findings would demonstrate the TBLT application's efficiency in English-speaking instruction. In other words, the EFL learners' capacity for fluent communication, together with their grammatical accuracy, variety of vocabulary, conversation's abundant information, and rate of speech, are all significantly improved. The significance of the study's results for future research will be examined and discussed in the context of practical teaching and learning.

Keywords: *Speaking, Fluency, Task-Based Learning (TBLT), EFL learners.*

Introduction

Education specialists have expressed concerns about identifying the components or appropriate methods of instruction that strengthen EFL students' speaking productivity levels (Ebrahimi et al., 2018). Most research, particularly in Asian countries where English is not the native tongue, focuses on the gains in oral competence achieved through the TBLT teaching method. Several investigations have been conducted in the Vietnamese context. As a result, this article primarily aims to analyze the positive outcomes of TBLT adoption for EFL students at a local language center, specifically in terms of their capacity for smooth communication. Initially, this section introduces the concepts related to fluent speaking. It then explains possible challenges in improving oral proficiency and suggests several solutions. Finally, the viability of applying the TBLT method to enhance learners' speech will be examined.

Fluent speaking skills' problems and solutions

Most learners' fluency improves through participation in practice sessions and meaningful learning via actual discussions. However, according to Solak & Bayar (2015), EFL students in non-native-speaking countries typically struggle to use their newly acquired language outside the classroom due to a lack of both training and opportunities to interact with native speakers. A similar issue exists in the Vietnamese educational system, where a large portion of ESL students lack the motivation necessary for English language acquisition (Hoi, 2020).

Lecturers often implement methods to promote language input sequences through the application of CLT (Communicative Language Teaching) (Pitikornpuangpetch & Suwanarak, 2021). Although CLT has shown potential, it is frequently supplemented with more conventional approaches like grammar-translation, making it inefficient and incapable of producing the expected outcomes (Pitikornpuangpetch & Suwanarak, 2021). Additionally, according to Santos (2020), traditional teaching methods in most Asian countries, where teachers are the central focus, make students hesitant to engage in communicative tasks for fear of making mistakes, which negatively affects their willingness to practice CLT.

Stimulated memory is another research-and-practice-based strategy educators employ to boost students' oral competence. This approach encourages learners to address problems such as needing reexplanation, streamlining grammatical patterns, developing topic ideas, and observing others' speeches to improve their speaking abilities and English language proficiency (Gass & Mackey, 2016). However, it requires significant

---

[1] Dong Nai University, Vietnam

memory capacity for learners to assimilate new language elements and consciously analyze language forms while storing them in working memory (Makarchuk, 2018). However, the tactics and language frequently applied and ingrained in students' routines become part of their personal memories (Makarchuk, 2018). As a result, applying the methods students use to address communication issues in future teaching and learning activities can be challenging, leading to missed opportunities to improve oral fluency (Gass & Mackey, 2016).

On the other hand, Al-Zahrani's research seeks to assess the enhancement of teacher-student interaction to identify ways teachers can simultaneously promote target language and interaction (Al-Zahrani & Al-Bargi, 2017). This study highlights the positive and constructive aspects of each teaching question. Findings indicate that students are more likely to provide interactive comments—serving as applications or deeper investigations of concepts or theories—when they understand each inquiry. At higher levels of inquiry, learners may need more time to process listening data if it is too complex or too simple for them (Al-Zahrani & Al-Bargi, 2017).

TBLT teaching method application stages

According to Willis (1996), instead of being used solely as a means of learning and using the target language, tasks are specific activities focused on achieving particular goals and acting as forums for the exchange of opinions. The TBLT teaching strategy can combine with several other teaching philosophies and methods (Jessie, 2016), addressing the challenges still present in teaching by offering students opportunities to engage in communicative settings, reinforce vocabulary, and balance the development of their speaking and listening skills.

Skehan (1996) agrees that using TBLT in the classroom can significantly improve speaking since all tasks related to real-world problems require students to use their critical thinking abilities and evaluate meaning rather than results. Additionally, tasks are a sequence of activities where students must concentrate on meaning, use their language pragmatically to solve problems, and verbally communicate their solutions for assessment (Ellis, 2003). Instructors can monitor their students' progress through empirical assessment by measuring student responses, the quantity of accumulated information, and their opinions on a particular problem (Ellis, 1997).

According to Jessie (2016), the TBLT method simulates the outside-the-classroom experience of learning English by immersing students in various sociolinguistic situations. Baralt & Gómez (2017) suggest that EFL learners are provided opportunities to enhance both their language elements and linguistic structure throughout the post-task stage based on TBLT adoption. However, to support the argument for focusing on forms, a quasi-experiment has shown that incidental attention to form acquisition, also referred to as the automaticity of language structure, is an effective approach for students' language form achievement (Ahmadian, 2016). Moreover, the adoption of constructive feedback can assist students in improving their language structures and content. Ellis (2017) supports this by showing that corrective feedback is crucial for students to enhance their speaking abilities. Ellis classifies constructive criticism in various dimensions, explicitly or implicitly (Ellis, 2017). Recast has been proven superior to other forms of corrective feedback as it enhances implicit learning and provides students with relevant information to adopt new language parts or reject them if they do not enhance their learning (Long, 2016). Additionally, teachers can use cues to indicate mistakes quickly and offer specific remedial measures to avoid further misunderstanding (Long, 2016).

The most appropriate method for research into TBLT in Vietnam is the action research strategy, as its primary purpose is to evaluate the efficacy of an intervention to address an issue encountered in classroom practice (Kemmis et al., 2014). This research would involve data gathering from participants, contrasting the outcomes before and after the intervention, and observing the differences as indicators of the intervention's effectiveness (Kemmis et al., 2014). A complete cycle of participatory research consists of several steps, including preparation, specific adjustments for effective teaching, observation of participants' attitude changes, reflection, and reporting (Kemmis & McTaggart, 1988).

Methodology

Participants

The ideal population for this study is 40-50, but the average class size is 15. Thus, 15 B1-level students, aged 11-14 (seven males, eight females), will be randomly selected. The teacher will uphold ethical standards by explaining study details, data handling, and ensuring privacy. Parental and student consent letters will be obtained as students under 17 are legally accountable.

Method

A case study is best suited to assess the TBLT method's effectiveness in improving EFL learners' oral fluency. To gather feedback and learners' opinions, audio recordings of information-gap, opinion-gap, and reasoning-gap activities will be used (Bloor & Wood, 2006). These tools will provide insights into TBLT's impact on students' fluency and their views on its classroom use.

Audio recordings of opinion-gap and reasoning-gap activities will be conducted with five randomly selected students from the class of fifteen. These recordings will assess speaking smoothness and fluent mistakes, comparing oral proficiency before and after TBLT implementation.

According to Larsen-Freeman (2003), information-gap activities involve discussing with partners to fulfil an assignment or address a problem, establishing specific requirements for students. Prabhu (1987) defines opinion-gap activities as allowing higher-level dialogue and collecting individuals' experiences related to recently acquired information. Following these tasks, the reasoning-gap activity demands students relate their prior knowledge and provide logical solutions to a problem, kickstarting the implicit learning process for the new language (Prabhu, 1987).

The standardized IELTS speaking examination is the most appropriate choice for developing realistic scenarios for reasoning-gap and information-gap activities. Dashti & Razmjoo (2020) state that the IELTS speaking test assists instructors in assessing students' problem-solving skills and oral production standards, including pronunciation, coherence, fluency, and accuracy. The objective is to motivate students to think about social settings and logical analysis by providing them with actual problems and themes to tackle (Qi & Sykes, 2016). Authentic simulations of specific circumstances and themes will spark student learning curiosity, requiring them to seek essential information through group conversations and orally demonstrate the results, thus promoting continuous improvement in their communication abilities (Masuram & Sripada, 2020).

Concerns exist that students' use of their native language instead of English in discussion and interaction activities might impede their language skills development and prevent them from achieving fluency in the target language (Ellis et al., 2019). However, Ellis (2019) suggests that specific applications of the mother tongue can contribute to achievement goals and second language (L2) learning. Crowther (2015) expresses concern that assignments may fail to convey the authentic nature of real circumstances. Nonetheless, the TBLT teaching strategy aligns with speaking exam requirements, making it more credible and authentic.

Research findings suggest that the TBLT teaching strategy immerses students in a communicatively realistic language environment by having them use it in various circumstances (Ellis, 2003; Skehan, 1996). There is evidence that students develop their oral communication skills by participating in activities based on genuine reasoning or opinion-gap tasks. Therefore, this research focuses on using tasks to assess the effect on students' oral fluency through reasoning and opinion-gap activities in realistic scenarios. The instruments for data collection in this study will be detailed in the subsequent section.

Instruments

Learners will engage in reasoning-gap and opinion-gap activities from British Council IELTS speaking samples to demonstrate their abilities and express opinions. Audio recordings will be made before, during, and after TBLT implementation to track fluency improvement. An information-gap task will help students practice target language, followed by an opinion-gap activity using part two of the IELTS exam. IELTS tests and a reasoning-gap activity will also be used.

During the process of soliciting ideas and constructing arguments, learners' discussions, presentations, and speeches will be recorded and transcribed for further study. The transcripts will include an analysis of the speaker's rate of speech, pauses, hesitation indicators such as "uhm," "aah," "hmm," or "oh," as well as long pauses. Finally, students' oral presentations will be graded using the criteria established by IELTS to determine the level of general English competence.

In-depth interviews will be conducted to determine how students value TBLT in their educational experience and how it has assisted them in developing their speaking fluency. Two participants will be randomly selected from the class of 15 to conduct the interviews and record the results. Students' consent to participate in interviews will be obtained beforehand. To minimize disruptions to their lectures, the interviews will be held outside the classroom and will use an unstructured format. The flexibility of unstructured interviews allows students to freely share their thoughts and feelings about the TBLT learning process (Samaranayake, 2016). The interviews will focus on contrasting the effectiveness of the TBLT method with other educational approaches. Each interview is scheduled to last 15 minutes. Due to the students' limited English skills, the interviews will be conducted in Vietnamese.

Designs and implementation of research

The first stage of this research involves using the IELTS speaking assignments to conduct a preliminary examination of the students' oral communication abilities. After collecting the necessary data, the TBLT instructional strategy will be implemented in the classroom to carry out the intervention. The lessons will focus on building meaningful words and phrases and generating ideas to help students engage in fascinating conversations, express their points of view, and concentrate on language forms during the post-task stage. Recast will serve as the primary tool for providing students with accurate assessments of their achievements to ensure a smooth educational process, while prompts will act as a support tool for specific circumstances (Gooch et al., 2016).

The TBLT methodology will be implemented over eight weeks, with instruction occurring twice a week. Each class will last for two hours. The following topics, which are relevant to the final assessments, will be used as building blocks for the lessons: Famous people, online shopping, the environment, and travel.

On the first day, prior to beginning actual TBLT-based instruction, a demonstration of a realistic TBLT teaching and learning example will be practiced. Each lesson will have three sections:

Part 1: The information-gap activity will provide learners with pertinent information and knowledge on the forthcoming theme. For example, the teacher will assign homework where learners search for terms that correlate to a list of specified words before class, and students will need to find the meanings of the words. This task is to be completed individually.

Part 2: The opinion-gap activity will help learners express their opinions about a topic and get them actively involved in the content. For instance, students will be divided into five groups to discuss and explain their points of view about the benefits and drawbacks of online shopping. These groups will be randomly selected, and then each group will present their discussions to the class for comparison.

Part 3: At this stage, a problem-solving activity will be designed using a reasoning task. An example issue might be, "Online purchasing is replacing in-store purchases in various countries. Do you think this growth is beneficial or negative? Which one would you choose and why?" Students will discuss this in their groups before presenting their conclusions to the class.

Data Analysis

The quantitative and qualitative methodologies were applied within the scope of this investigation. First, the obtained data from the participants' IELTS score examinations before and after the test will be assessed using SPSS 26. Each participant's information will be entered and coded as "person + a number" to ensure ethical data processing. A paired-sample T-test will be constructed using the supplied data to assess and reject the null hypothesis. This will allow us to produce initial results by comparing the scores' respective values.

Second, alternative data will be collected through audio recordings of all students both before and after implementing the TBLT teaching method in their classrooms. These audio recordings will be analyzed by tallying and examining the number of pauses and hesitations (Safdari & Fathi, 2020). Additionally, the word count in these transcripts will be calculated to provide evidence of speech rates, contributing to a fluency assessment. As Suzuki and Kormos (2020) emphasize, accuracy plays a crucial role in gaining oral competence. Therefore, grammatical errors in the transcripts will also be carefully checked. When paired with student speeches, assessments of speaking rate and production accuracy will give us a comprehensive view of students' improvement in fluent communicative skills.

An English translation and transcription of the information gathered by randomly interviewing two respondents about their opinions on TBLT will be undertaken. These transcripts will be shown to the interviewees for validation and review for any errors. Afterward, the transcripts will be read in detail to extract themes (Bøhn, 2015) and quote specific sentences to illustrate students' feelings about the TBLT method of instruction.

Findings of the Study

The TBLT teaching methodology, regarded as an alternative teaching approach, is applied for pre-intermediate level learners at a local language center. This methodology allows the author to evaluate the progress of oral fluency among EFL students. Activities, including information-gap, reasoning-gap, and opinion-gap tasks, are incorporated into each lesson to encourage interaction, discussion, and the exchange of opinions among students as part of the language learning process.

Speaking tasks from the IELTS examination will be used to record and assess candidates' scores both before and after the implementation of TBLT. Recordings of student phrases during the reasoning-gap tasks will be evaluated for evidence of dysfluency and hesitation. Indicators of confusion in the transcripts will include phrases such as "ah," "huh," "oh," or "um," as well as pause signals like "..." (Jong et al., 2015). Furthermore, the viewpoint of EFL learners towards the implementation of the TBLT teaching method in the learning process will be evaluated.

The data presented below demonstrate the improvement in students' oral proficiency with the implementation of the TBLT strategy in teaching.

The impacts of TBLT on learners' IELTS speaking performance

A null hypothesis is used to investigate the potential that the variables could be entirely unrelated to one another, which is a fundamental aspect of every sociological experiment (Szucs & Ioannidis, 2017). In other words, it posits that students' speaking fluency would not be influenced by the TBLT teaching strategy. This hypothesis can be examined using the paired T-Test sample function in SPSS. The examinations will first be evaluated and graded by two experienced IELTS examiners based on the IELTS scoring rubric (Appendix C). The scores will be determined according to the Common European Framework of Reference

for Languages (CEFR) scale, where a 9.0 is considered a high score, and a 0.5 variation is noted between score units.

When comparing the pre- and post-test results, significant differences were evident. The scoring scale was adapted from the IELTS scale, with a 0.5-point difference between each scoring unit. According to Andrade (2019), a result below the threshold of 0.005 indicates a statistically significant difference between the two data sets, thus leading to the rejection of the null hypothesis.

Table 1 *Post and pre-test paired samples test value*

Paired Samples Test

| | | | | 95% Confidence Interval of the Difference | | | | |
| | | | Std. Error | | | | | |
	Mean	Std. Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Post FC - Pre FC	.53333	.29681	.07664	.36897	.69770	6.959	14	.000
Post LR - Pre LR	.56667	.25820	.06667	.42368	.70965	8.500	14	.000
Post GRA - Pre GRA	.50000	.42258	.10911	.26598	.73402	4.583	14	.000
Post Pro - Pre Pro	.43333	.31997	.08262	.25614	.61053	5.245	14	.000
Post Overall - Pre Overall	.60000	.20702	.05345	.48536	.71464	11.225	14	.000

Attention then shifts to evaluating whether the learners' communication abilities improved after rejecting the null hypothesis. The complete statistics and the outcomes of the speaking marking aspects on the pre-test and post-test will be compared (Appendix B). The first step in making an overall comparison is to examine the pre-test and post-test means generated by the SPSS program. According to the data shown in the table, the gap between the post-test and pre-test is 0.6, and the p-value reached 0, leading to the rejection of the null hypothesis. In other words, there was a statistically significant difference in speaking performance among learners before and after the implementation of TBLT.

Similarly, other criteria also experienced an upward trend, with the most improvement seen in fluency and coherence, as well as lexical resource. According to the paired sample T-test data, all p-values reached 0.0, which is lower than 0.05, meaning the null hypothesis can be rejected for all the criteria of the speaking test in addition to the overall score. The mean score improvement is evidenced by the significant differences in fluency and coherence at 0.53, while the value for lexical resource was 0.56. This aligns with the focus of the study on the value of interactions among learners in the application of TBLT.

The study's findings indicate that the implementation of TBLT in speaking courses has generally elevated learners' performance, meeting the prescribed standards of each criterion and showing considerable development. All criteria were positively influenced compared to the entrance assessment, with the most dramatic score improvement attributed to fluency. TBLT generates opportunities for learners to utilize various linguistic resources to perform tasks in real-world contexts, which is essential for formulating competency in actual speaking scenarios. Consequently, learners are exposed to functional expressions and meaningful interactions with each other.

Audio record analysis of the students' IELTS speaking test

The pre-test and post-test recordings of student speech are analyzed, with phrases from those recordings broken down and counted. Tables 2, 3, and 4 display the answers to each IELTS question assignment. For comparison, each answer is prewritten and numbered. An assessment of the learners' speech production in these transcripts reveals progress in their speaking ability. Factors such as grammatical correctness, pauses, and other signs of hesitation are also analyzed (Safdari & Fathi, 2020). According to Crowther and colleagues, to ensure students achieve competency in the target language, boost their oral communication skills, and avoid ambiguous content, a grammar check is implemented (Crowther et al., 2015). The IELTS

speaking exam data before and after the intervention are provided to contrast and compare, with numbered phrases for ease of interpretation and reference (Appendix A).

Based on the data in Tables 2, 3, and 4 in Appendix A, it is apparent that the TBLT method leads to a discernible acceleration in the pace of speech development among students. The word counts at the end of each transcript show that all three students significantly increased their speech output in the same period, with an average increase of around 100 words. This allows learners to generate sufficient ideas to support their responses to the provided questions. TBLT enables learners to utilize language resources to control their speech and generate appropriate answers for various unexpected topics in the test. This flexibility stems from TBLT's nature, which fosters interactive learning in different conditions to assess independent learning and problem-solving skills on challenging topics. Consequently, students' fluent speaking competency improves through participation in activities and achievement of objectives (Masuram & Sripada, 2020). Moreover, assignments based on authentic and practical scenarios help students become more confident and fluent while communicating outside the classroom. The TBLT philosophy emphasizes the authenticity of the speaking context, incorporating real-world topics to enhance the applicability of language in real life.

According to Bóna (2019), in addition to word repetition, the use of filler words to make speech flow more smoothly affects disfluent communication. Initially, pupils frequently filled gaps with filler words such as "ah," "hmm," and "oh." This indicates a lack of complete fluency when learners cannot control their speech flow. Additionally, there are several long pauses, around 4 to 7 seconds, represented as dots in the phrases. The number of pauses and filler words combined caused a considerable difference between the two tests. The pre-TBLT test included 12 to 16 pauses and additional filler words, while the post-TBLT test showed a significant reduction to between 5 and 7 pauses and fillers (Appendix A). The average pause duration decreased from 7 seconds to 4.2 seconds.

Careful consideration of the accuracy within each answer is essential, as it affects speaking fluency (Suzuki & Kormos, 2020). A deeper investigation of the IELTS speaking transcripts shows progress in grammatical correctness. After implementing the TBLT method, learners demonstrated increased awareness of the significance of using accurate phrases and vocabulary to improve fluency and meaning. Students made new mistakes while attempting to describe and provide more information about their ideas, revealing fresh issues with performance accuracy (Yan et al., 2020). Errors are highlighted and numbered at the end of each table to show discernible progress. The data clearly show significant improvement in learners' IELTS speaking performance, enhancing general outcomes and specific criteria. More attention to fluency and lexical resource in the test enables learners to reflect on strengths and mitigate limitations, aiming for target band scores.

Based on exam results and audio recordings, it is evident that the TBLT teaching method aids learners in improving their fluency by encouraging faster speech, greater grammatical accuracy, more in-depth answers, and increased responsiveness during group discussions. After exposure to TBLT, students notice progress in their oral fluency. TBLT provides opportunities for authentic communication and constructive peer development. Peer collaboration aligns with Vygotsky's Zone of Proximal Development, balancing challenge and support for optimal learner development in a natural learning process. Learners feel at ease receiving support from teammates and exchanging ideas to construct the best performance (Tomlinson, 2011).

Learners' insights towards the TBLT application

The analysis of the student interviews' findings also supports the conclusion. These interviews aim to explore how learners feel about using the TBLT method in their education. Transcripts of the interviews are coded and evaluated (Appendix D), and themes are produced based on grounded theory. The coding of the transcripts (Appendix D) reveals that students commonly accepted that the TBLT method encouraged them to participate more actively in group discussions. For example, they expressed: "The practical tasks provided also encourage us to engage in more discussion and debate" (Ha-H4, Appendix D). Another interviewee shared a similar sentiment, highlighting that TBLT encourages communication during

tasks by promoting teamwork: "Teamwork is crucial to finish the tasks. Therefore, it is our duty to share our perspectives with one another and to motivate one another to add more details to their talks" (Qu-Q4, Appendix D). This aligns with earlier research showing that students feel a similar level of motivation when completing activities (Bao & Du, 2015).

Furthermore, learners' confidence in speaking significantly increased through applying the TBLT method. They noted, "I believe my confidence has increased a little bit from before. Even though I made a few mistakes, I thought I could talk better" (Ha-H5, Appendix D) and "I believe that I have gained a little amount of confidence through the tasks" (Qu-Q5, Appendix D). According to Zheng & Cheng (2018), students' speaking performance improves due to reduced tension and increased confidence.

Implications

Examination of statistics and transcripts led to the conclusion that the TBLT teaching approach should be implemented in the practical learning-teaching process. However, this strategy would not entail dismissing other instructional methods and strategies that could impact the course syllabus's outcomes. Instead, they should be combined as supportive ingredients in the teaching process (Ellis, 2003). This approach enables learners to obtain more authentic and realistic linguistic skills similar to those used in actual situations. Furthermore, according to Qi & Sykes (2016), due to the exercises' resemblance to actual standardized exams and the regular application of the language, the TBLT method might aid students in preparing for international and academic language examinations.

The TBLT methodology can be adopted in similar classrooms in Vietnam with the same level of English competence. The application of TBLT promises to bring several benefits for different educational stakeholders. First, learners can experience real-world exposure to language use, allowing them to interact, modify, and adapt to daily communication topics to improve their speaking performance. Fluency and confidence are also elevated in response to this new method, as it allows learners to progress at their own pace. Second, teachers can apply TBLT in their classes to improve students' academic speaking performance, especially for those struggling with fluency and lexical resources. This method also provides opportunities for learners to prepare for real-life communication.

Moreover, syllabus designers can use the outcomes of this study to incorporate TBLT activities into new syllabuses, maximizing the authenticity of materials and their applicability to the real world. School administrators can apply TBLT as part of the pedagogical philosophy for graduate attributes, ensuring that language users achieve the necessary competency. From a theoretical perspective, the outcomes of this study will serve as a reference for similar teaching contexts. Other studies can build on these findings to optimize the effectiveness of TBLT.

Limitations and Conclusion

There are two primary limitations observed in this study. Firstly, the number of participants is insufficient compared to typical sample sizes. It is essential for further research to increase the number of participants in similar investigations, as this would enhance the study's reliability in using the TBLT method. Secondly, the examination of learners' fluent speech is restricted to focusing on speech pace, language aspects, and correctness. Because of this, the study's findings may have differed if it had included a large-scale investigation of various facets of students' spoken communication. Therefore, future research should thoroughly investigate and evaluate more aspects of speaking proficiency and language elements in students' output.

In conclusion, TBLT has been applied in educational contexts in recent decades, and several positive outcomes have been recorded. Learners' performance in language use and other aspects, such as autonomy and reflection, have also improved. The purpose of this research was to investigate the effectiveness of the TBLT method in assisting students in enhancing their oral fluency and general speaking performance. Various interactive tasks were introduced into the classroom sequence to provide learners with opportunities to adopt linguistic resources for real-world communication contexts. Students at a local

language center can strengthen their speaking fluency through the implementation of tasks, demonstrating that the TBLT language teaching method can be effectively implemented. The findings of this study have proven the merits of TBLT in improving learners' IELTS speaking performance. Moreover, the TBLT implementation received positive attitudes from learners.

References

Ahmadian, M. J. (2016). Task-based language teaching and learning. The Language Learning Journal, 44(4), 377-380. https://doi.org/10.1080/09571736.2016.1236523

Al-Zahrani, M. Y., & Al-Bargi, A. (2017). The Impact of Teacher Questioning on Creating Interaction in EFL: English Language Teaching, 10(6), 135-150. http://doi.org/10.5539/elt.v10n6p135

Andrade, C. (2019). The P-Value and Statistical Significance: Misunderstandings, Explanations, Challenges, and Alternatives. Indian J Psychol Med, 41(3), 210-215. https://doi.org/10.4103%2FIJPSYM.IJPSYM_193_19

Bao, R., & Du, X. (2015). Implementation of task-based language teaching in Chinese as a foreign language: benefits and challenges. Language, Culture and Curriculum, 28(3), 291-310. https://doi.org/10.1080/07908318.2015.1058392

Baralt, M., & Gómez, J. M. (2017). Task-based language teaching online: A guide for teachers. Language Learning and Technology, 21(3), 28–43. http://llt.msu.edu/issues/october2017/baraltmorcillogomez.pdf

Bloor, M., & Wood, F. (2006). Audio-Recording. Keywords in Qualitative Methods,17-18.

SAGE Publications Ltd. https://dx.doi.org/10.4135/9781849209403.n4

Bóna, J. (2019). Clustering of disfluencies in typical, fast, and cluttered speech. Clinical Linguistics & Phonetics, 33(5), 393-405. https://doi.org/10.1080/02699206.2018.1513075

Dashti, L., & Razmjoo, S. A. (2020). An examination of IELTS candidates' performances at different band scores of the speaking test: A quantitative and qualitative analysis. Cogent Education, 7(1), 1-27. https://doi.org/10.1080/2331186X.2020.1770936

Ebrahimi, M. R., Khoshsima, H., Zare-Behtash, E., & Heydarnejad, T. (2018). Emotional Intelligence enhancement impacts on developing speaking skill among EFL learners: An empirical study. International Journal of Instruction, 11(4), 625-640. http://dx.doi.org/10.12973/iji.2018.11439a

Ellis, R. (1997). The empirical evaluation of language teaching materials. ELT Journal, 51(1), 36-42. https://doi.org/10.1093/elt/51.1.36

Ellis, R. (2003). Task-based language learning and teaching. New York: Oxford University Press.

Ellis, R. (2017). Position paper: Moving task-based language teaching forward. Language Teaching, 50(4), 507 - 526. https://doi.org/10.1017/S0261444817000179

Ellis, R., Li, S., Shintani, N., Lambert, C., & Skehan, P. (2019). Task-Based Language Teaching: Theory and Practice (Cambridge Applied Linguistics). Cambridge: Cambridge University Press. https://doi.org/10.1017/9781108643689

Gass, S. M., & Mackey, A. (2016). Stimulated Recall Methodology in Applied Linguistics and L2 Research. New York: Routledge.

Gooch, R., Saito, K., & Lyster, R. (2016). Effects of Recasts and Prompts on Second Language Pronunciation Development: Teaching English /r/ to Korean Adult EFL Learners. System, 60, 117-127. http://dx.doi.org/10.1016/j.system.2016.06.007

Harmer, J. (2015). The Practice of English Language Teaching (Fifth edition). Harlow: Pearson.

Hishan, S. S. (2020). Enhancing Speaking Fluency and Accuracy in a Task-Based Language Teaching Approach with Corrective Feedback. International Journal of Advanced Science and Technology, 29(7), 658-669. http://sersc.org/journals/index.php/IJAST/article/view/9949

Hoi, H. T. (2020). The status of using English at work by Vietnamese students after graduating from university. Universal Journal of Educational Research, 8(11), 5318 - 5321. http://dx.doi.org/10.13189/ujer.2020.081133

Jessie, B. (2016). Implementing task-based language teaching in ESL classrooms. Advanced Science Letters, 21(7), 2276-2280. https://doi.org/10.1166/asl.2017.7450

Jong, N. H., Groenhout, R., Schoonen, R., & Hulstijn, J. H. (2015). Second language fluency: Speaking style or proficiency? Correcting measures of second language fluency for first language behavior. Applied Psycholinguistics, 36(2), 223–243. https://doi.org/10.1017/S0142716413000210

Kemmis, S., & McTaggart, R. (1988). The Action research planner. Deakin University Press.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). The Action Research Planner: Doing Critical Participatory Action Research. Springer. http://dx.doi.org/10.1007/978-981-4560-67- 2

Larsen-Freeman, D. (2003). Methods and principles in language teaching. Oxford University Press.

Long, M. H. (2016). In defense of tasks and TBLT: Nonissues and real issues. Annual Review of Applied Linguistics, 36, 5-33. http://doi.org/10.1017/S0267190515000057

Makarchuk, D. (2018). Recall Efficacy in EFL Learning. English Teaching, 73(2), 115-138. https://doi.org/10.15858/engtea.73.2.201806.115

Pitikornpuangpetch, C., & Suwanarak, K. (2021). Teachers' beliefs and teaching practices about communicative language teaching (CLT) in a Thai EFL context. LEARN Journal: Language Education and Acquisition Research Network, 14(2), 1-27.

Prabhu, N. S. (1987). Second language pedagogy. Oxford University Press.

Qi, Y., & Sykes, G. (2016). Eliciting Student Thinking: Definition, Research Support, and Measurement of the ETS® National Observational Teaching Examination (NOTE) Assessment Series. New Jersey: Educational Testing Service.

Safdari, M., & Fathi, J. (2020). Investigating the role of dynamic assessment on speaking accuracy and fluency of pre-intermediate EFL learners. Cogent Education, 7(1), 1-19. https://doi.org/10.1080/2331186X.2020.1818924

Samaranayake, S. (2016). Oral Competency of ESL/EFL Learners in Sri Lankan Rural School Context. SAGE Open, 6(2), 1-10. http://dx.doi.org/10.1177/2158244016654202

Skehan, P. (1996). A Framework for the Implementation of Task-based Instruction. Applied Linguistics, 17(1), 38-62. http://dx.doi.org/10.1093/applin/17.1.38

Solak, E., & Bayar, A. (2015). Current Challenges in English Language Learning in Turkish EFL. Participatory Educational Research, 2(1), 106-115. http://dx.doi.org/10.17275/per.15.09.2.1

Szucs, D., & Ioannidis, J. P. (2017). When Null Hypothesis Significance Testing Is Unsuitable for Research: A Reassessment. Frontier in Human Neuroscience, 11(390), 1-21. https://doi.org/10.3389/fnhum.2017.00390

Willis, J. (1996). A Framework for Task-Based Learning. Longman: Harlow.

Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. Language Testing in Asia volume, 8(13), 1-19. https://doi.org/10.1186/s40468-018- 0065-4.

APPENDICES

APPENDIX A

Table 2

The TBLT implementation's pre-post result in the IELTS speaking exam of student 1
The first student's transcript

BEFORE	AFTER
1. Uhm…I guess the expensive item that young people in my country want to buying are…fashion clothes or mobile phones. 2. I think…maybe…older people wants to buy expensive items that they can use often, but younger people like to buying…beautiful items. 3. I guess…for themselves because every persons have selfish characteristics. 4. I think…difficult to rich today because…Uhm…I am very pessimistic and lazy. 5. Uhm…no, money can't bring happy, because money can buy health and love. 6. Rich people…uhm…uses the money for the charity of poor children and older people.	1. I think…Uhm…a lot of factors when choosing a hotel, including the performance, atmosphere, location, and price. 2. Some people don't like to stay in a hotel because it's not comfortable same at home, so they feel unsafely when there are much strange people. 3. It depend on the situation. When we have a wedding or special party, the luxury hotel is good. However, if we just relax and sleep one night, it may be…waste of a lot of money. 4. It depend on each people's hobby. As for me, work in a hotel is great because…Uhm… I can meet new people and have large relationships. 5. We can have many opportunities for career development and learn necessary soft skills when work in a big hotel, and…may be a higher salary rather than in a small hotel. 6. I think…a successful hotel manager needs to know everything about operating a hotel, customer service, communication, teamwork, and they need to have logical thinking and understand the industry trends.
Part 3 of the IELTS speaking test Word count: 90 Pauses and hesitation number: 12 Grammar mistakes: 8	1. Part 3 of the IELTS speaking test Word count: 168 Pauses and hesitation number: 7 Grammar mistakes: 6

Table 3

The TBLT implementation's pre-post result in the IELTS speaking exam of student 2

The second student's transcript

BEFORE	AFTER
1. I think…young people in Vietnam would like buy expensive things like…electronic items, watch or perfume and so on.	1. In my opinion, location is the most important element when choosing a hotel. We need to consider whether it is close or far the center city, or it is has a good transportation or not. Besides, some other factors including price, service and decoration is also important.
2. Older people…prefer to buy cars or houses they can use them frequent. But young people can buy expensive things if they are attractively.	2. Some people cannot feel the convenience and comfort when staying at the hotel compared to their home. They have an unfamiliar and strange atmosphere. Besides, some people…Uhm… hate the noise in the hotel by other customers.
3. I think it depends on…Uhm…the relationship. Some people buy precious gifts for their love or close relationships…Uhm… such as family members and buddies. By contrast, some people buy expensive items for themselves to have… a most comfortable and convenient life.	3. In my opinion, stay at the luxury hotel is waste of money because… we just need to have a place to sleep and relax, we spend almost time to hang out...Uhm… to eat and attend the entertainment.
4. It's not too difficult to rich nowadays because… there is a lot of opportunities in many fields, so the important thing is… that people need to have dedication and hard-working for the things they want to pursue.	4. I see…Uhm...hotel career attract the attention of many people, because when work in this field, we have many chances to meet many people and learn how to satisfy the customers when they need the assistance.
5. I think…when we have money, we can experience…Uhm… the best services and facilities. For example, we can learn in the best school, or buy many things to increases our healthy.	5. Working in the big hotel give us a chance to meet a lot of co-workers and opportunities to develop ourselves compared to the small hotel.
6. Rich people…use their money for infrastructure. For example, they can donate their money to building schools, hospitals, or industries.	6. I think…Uhm... good communication skill is essential for a hotel manager because they frequently solve the problems of customers and employees. Besides, a hotel manager need to encourage employees to fulfill their duties for the hotel's growth.
	2.
Part 3 of the IELTS speaking test Word count: 173 Pauses and hesitation number: 14 Grammar mistakes: 9	Part 3 of the IELTS speaking test Word count: 223 Pauses and hesitation number: 9 Grammar mistakes: 7

Table 4

The TBLT implementation's pre-post result in the IELTS speaking exam of student 3

The third student's transcript

BEFORE	AFTER
1. Young peoples in Vietnam…usually buy expensive items… such as mobile phones, perfumes, clothes of well-known brands, and a lot of thing… 2. Old peoples prefer…to buy things that they can use for a long time… and about the quality. By contrast, young peoples prefer to buy everything that they like…because that item are beautiful or…hot trend. 3. I think…for themselves…because that is the… "selfish" characteristic of peoples, they would like buy expensive for themselves rather than their friends. 4. It is very difficult to become a rich person today if we are lazy… and don't have a clear purposes for our life. 5. Money… can bring the happy for people… because we can buy everything that we like, and… we can access the best services…and money can reducess… our worries. 6. Rich people…can help the society by doing charity to help the poor persons and children who have no parents.	1. Location… is the most important when choose a hotel… because we need to make sure that we have a comfortable place to stay. We need to know whether that this location is convenient to move around, or to catch the public transportation. 2. Some people… are not interested in stay in the hotel because… they don't like the noisy atmosphere from other guests. Moreover, they feel a uncomfortable and… unsafe when stay in the hotel. 3. Yes, I think…staying in the expensive hotel is not essential because we will pay a lot of money for just sleep one day. 4. Yes, I think…work in the hotel is amazing, because we have a chance to meet people from all walks of life and develop soft skills such as problem-solving or communication. 5. Working in the big hotel mean we have to face with more pressures and duties, but we can receive a high salary and learn a lot of valuable things compared to working in the small hotel. 6. The essential skills that a successful hotel manager need to have including the skill the solve the problems of customers and staffs effective. In addition, a hotel manager need to understand the demand of customers and the trend of society to develop the hotel better. 3.
Part 3 of the IELTS speaking test Word count: 151 Pauses and hesitation number: 16 Grammar mistakes: 10	Part 3 of the IELTS speaking test Word count: 214 Pauses and hesitation number: 5 Grammar mistakes: 8

APPENDIX B
Detailed score of pre-test data

Table 5
Detailed IELTS speaking score of pre-test data

person	fluencyandcoherence	lexicalresource	grammarandaccuracy	pronunciation	total
1.00	4.00	4.00	4.50	4.50	4.50
2.00	4.50	4.00	4.50	5.00	4.50
3.00	4.00	4.00	4.50	4.00	4.00
4.00	4.50	4.50	5.00	4.50	4.50
5.00	4.50	4.00	4.50	4.00	4.50
6.00	4.50	4.50	5.00	5.00	5.00
7.00	4.50	5.00	5.00	4.50	5.00
8.00	5.00	5.00	5.50	5.00	5.00
9.00	4.00	4.00	5.00	4.50	4.50
10.00	5.00	5.00	5.00	4.50	5.00
11.00	4.00	5.00	4.50	4.00	4.50
12.00	4.00	4.50	4.50	4.50	4.50
13.00	4.50	4.50	4.00	4.50	4.50
14.00	3.50	4.00	3.50	4.00	4.00
15.00	3.50	4.00	4.00	4.50	4.00

Table 6

Detailed IELTS speaking score of post-test data

person	fluencyandcoherence	lexicalresource	grammarandaccuracy	pronunciation	total
1.00	5.00	4.50	5.00	5.00	5.00
2.00	5.00	5.00	5.50	5.50	5.50
3.00	4.50	4.00	4.50	4.00	4.50
4.00	5.00	5.00	5.00	4.50	5.00
5.00	5.00	4.50	5.00	4.00	5.00
6.00	5.00	5.00	5.50	5.50	5.50
7.00	5.00	5.50	5.50	5.00	5.50
8.00	5.00	5.50	5.50	5.00	5.50
9.00	4.50	5.00	5.00	5.00	5.00
10.00	5.00	5.50	5.50	5.00	5.50
11.00	5.00	5.50	5.50	5.00	5.50
12.00	4.50	5.00	5.00	5.00	5.00
13.00	5.00	5.00	4.50	5.00	5.00
14.00	4.50	5.00	5.00	5.00	5.00
15.00	4.00	4.50	4.50	5.00	4.50

APPENDIX C

Pre-test's ielts speaking test

Detailed IELTS speaking marking

IELTS — SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• uses a wide range of pronunciation features • sustains flexible use of features, with only occasional lapses • is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures though these rarely cause comprehension problems	• uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems • shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems • shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• uses a limited range of pronunciation features • attempts to control features but lapses are frequent • mispronunciations are frequent and cause some difficulty for the listener
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated words or memorised utterances	• cannot produce basic sentence forms	• Speech is often unintelligible
1	• no communication possible • no rateable language			
0	• does not attend			

APPENDIX D

Interview questions

THE INFORMATION OF THE INTERVIEWEES

1. What is your full name?
2. How old are you?
3. When did you start learning English?
4. Do you think English is a difficult subject?
5. Are your teachers native or non-native speakers of English?

LEARNERS' VIEWPOINTS AND ATTITUDES ABOUT TBLT TEACHING METHOD

1. Do you think class tasks reflect actual life? Why?
2. How have tasks improved your speaking skills?   Are these skills beneficial for your career in the future?
3. How do TBLT tasks encourage speaking?
4. Do you think that tasks make you speak more fluently? Example?
5. Do you feel more confident speaking than before?
6. Do you think you can generate more ideas using the TBLT approach?

Table 7
Learner 1's interview coding
Learner 1's interview transcripts

Text section	Source	Code	Theme
The tasks are based on situations that actually occur in our lives, so they are really incredibly intriguing and realistic. It is nearly the same as our daily events and news, which we are able to see on television and in the newspaper. It makes it easier for us to resolve the problem and provides us with further opportunities to discuss the solution for different situations.	Ha – H1	• Intriguing • Realistic • More opportunities for practicing communication	• Speaking ability enhancement through tasks • The involvement of real-life scenarios in the tasks.
I think I have increased and extended my speaking abilities. I can communicate smoothly and in-depth about the typical issue thanks to my vocabulary and explanation ability improvement. This might assist me in speaking fluently and fulfilling specific standards for my future career as an MC, which is my ideal profession.	Ha – H2	• Speaking skills improved • Communicate smoothly • More information in communicating • Achieving better target language	• Speaking ability enhancement through tasks
I believe that the task encouraged us to talk with each other more since we had to communicate with our peers in order to complete it. My		• Tasks promote more communication.	• Speaking ability enhancement through tasks

partner would make an effort to comprehend me, which made me feel more comfortable speaking. We also converse more to complete the assignment rapidly due to the task's requirements.	Ha – H3	• More opportunities for communication.	• Tasks enhance speaking chances.
I believe the tasks have the potential to improve my ability to communicate smoothly and efficiently since it gives me more chances to converse and hone my speaking abilities. The practical tasks provided also encourage us to engage in more discussion and debate. As a result, we could communicate more fluently via tasks.	Ha – H4	• Fluent speaking ability is enhanced • Encourage pupils to communicate more	• Speaking ability enhancement through tasks • Tasks motivate pupils to communicate more
I believe my confidence has increased a little bit from before. Even though I made a few mistakes, I thought I could talk better.	Ha – H5	• Confidence in the speaking process is increased	• Speaking ability enhancement through tasks
When discussing a subject, I feel like I could go into more depth than previously. Instead of sketching or describing it in Vietnamese, I might offer many ideas, and instances to describe my views.	Ha – H6	• Improved elaboration	• Speaking ability enhancement through tasks

Table 8
Learner 2's interview coding
Learner 2's interview transcripts

Text section	Source	Code	Theme
These tasks, in my opinion, are rather similar to those encountered in daily life. The assignments made in class are simulations of real-world issues, challenges, and routine activities that occur in our everyday lives. Additionally, certain tasks even need us to perform a scenario like a play, making it seem like a movie. Additionally, tasks are frequently assigned based on current events and news. Therefore, when we complete the work, it will aid in our learning more about the world and the way to communicate in such circumstances. I intend to become a teacher in the future, this could help me speak more fluently.	Qu – Q1	• Tasks are linked to practical situations. • Tasks boost speaking fluency outside the classroom	• TBLT improves communication fluency in everyday situations • The involvement of real-life scenarios in the tasks

I've become much better at speaking skills and debating. Many opportunities to discuss and be heard have arisen as a result of group work and discussions. Additionally, I would be able to learn how to most efficiently contribute to team efforts. Therefore, I believe that this will help me develop not just as a public speaker, but also as a thinker and a member of a team. These abilities are cornerstones that may be used in all facets of life and furthered in any professional setting. These abilities are necessary, for instance, in the fields of aviation, medicine, and technology.	Qu – Q2	• Speaking skills improved • More opportunities for communication • Teamwork and critical thinking are both improved • Tasks are beneficial for future careers	• Speaking ability enhancement through tasks • Tasks develop soft skills and communication
Tasks would offer us the opportunity to freely express our ideas without fear of making errors. Some of us first struggled to convey our ideas, but over time, we have tried to do it in different ways, such as by sketching and with the assistance of a more capable student. After some time, we were able to communicate our ideas more clearly and quickly. Last but not least, the themes from the offered assignments are quite engaging since they are hotly contested. This would encourage us to elaborate on the topic more in order to improve and strengthen our response. I want to be a teacher, so this is a golden opportunity for my practice.	Qu – Q3	• Tasks encourage students to communicate more • More opportunities for communication. • Tasks are beneficial for future careers	• Tasks enhance speaking chances.
To share ideas and argue our viewpoints on each task, we must communicate a lot. We could practice without worrying about making errors. In addition, teamwork is crucial to finish the tasks. Therefore, it is our duty to share our perspectives with one another and to motivate one another to add more detail to their talks. Last but not least, after we got into the routine of carrying out activities, we genuinely would love to chat more about any topic or problem appreciated, discussed, and debated in any circumstance	Qu – Q4	• Fluent speaking ability is enhanced • Tasks encouraged all students to share their thoughts, which prompted greater engagement. • Become used to how the activity is carried out	• Speaking ability enhancement through tasks • Tasks offer students responsibility • Feeling more at ease expressing opinions

where our thoughts are always heard, appreciated, and debated in every scenario.			
I believe that I have gained a little amount of confidence through the tasks. I made several mistakes, but I think I could talk better than before.	Qu – Q5	• Confidence in the speaking process is increased	• Speaking ability enhancement through tasks
I could discuss more of a topic since each activity helps me share thoughts and perspectives. I have the opportunity to gain more knowledge about the world via the experiences of my friends as well as through our own independent research on the internet. Then, I may discover additional words, concepts, and information about the world around me. I could elicit and expound further on any issue thanks to this.	Qu – Q6	• Improved elaboration • Language acquisition via peer-to-peer interaction • Obtaining the target language	• Speaking ability enhancement through tasks