
RESEARCH ARTICLE

The Effectiveness of Implementing Task-Based Language Teaching in Saudi Secondary Schools to Improve Students' Oral Fluency

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ABSTRACT

This research project investigated the effectiveness of implementing Task-based Language Teaching (TBLT) in enhancing the oral fluency of Saudi secondary school students. The study aimed to assess whether a structured TBLT approach could lead to significant improvements in oral fluency among female students nearing the end of high school. The research utilized a sample of 60 female students from secondary schools in Saudi Arabia. The methodology employed a pre/post-test design, where students' oral fluency was assessed before and after the intervention. A series of tasks designed to promote speaking proficiency were implemented over a period of several weeks. Additionally, questionnaires were administered to gauge students' perceptions of the TBLT approach. The results indicated a notable improvement in the oral fluency skills of participants following the implementation of TBLT ($p < 0.05$). Specifically, students demonstrated increased confidence in speaking, enhanced vocabulary usage, and improved pronunciation. In conclusion, the findings suggest that Task-based Language Teaching can be an effective method for enhancing oral fluency among Saudi secondary school students. The study underscores the potential benefits of incorporating communicative language teaching approaches into the curriculum to better prepare students for real-life communication situations. However, further research with larger sample sizes and longitudinal studies are recommended to validate these findings and explore the long-term impact of TBLT implementation.

KEYWORDS

Task-Based Language Teaching (TBLT), Oral Fluency, Language Proficiency, Communicative Competence EFL Saudi context, Language Learning Motivation

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1. Introduction

Language plays a pivotal role in communication, bridging cultural divides and facilitating global interactions. English, in particular, holds a significant place as a lingua franca, with its dominance in international business, technology, education, and diplomacy (Alharbi, 2020; Bin & Zhang, 2015). Its global importance is mirrored in Saudi Arabia, where English proficiency is increasingly valued. In a country with a rapidly growing economy and expanding international presence, mastering English equips citizens with vital skills for career advancement, social interactions, and global engagement. However, despite the recognition of English as an essential skill, many Saudi students face challenges in achieving oral fluency, a critical component of language mastery. Traditional English teaching methods in Saudi Arabian schools largely prioritize memorization and grammar, often overlooking the need for spoken language practice. Consequently, students frequently graduate with limited speaking skills, lacking confidence and practical fluency in real-world communication (Alharbi, 2024; Alharbi, 2021; Alseweed, 2009; Ibnian & Alsamadani, 2015).

To address these limitations, educational researchers and language instructors have explored alternative teaching approaches, with Task-Based Language Teaching (TBLT) emerging as a promising strategy. TBLT is grounded in engaging learners through realistic tasks that encourage practical language use. Unlike traditional methods that emphasize rote learning, TBLT promotes active communication by having students perform meaningful tasks in authentic contexts, enhancing both their language

proficiency and confidence in speaking (Lui, 2014; Khan et al., 2023). Research on TBLT has shown its effectiveness in improving oral fluency by fostering a learning environment where students actively engage in dialogue, problem-solving, and information exchange. For instance, studies have highlighted its impact on enhancing speaking skills, making it an attractive option for language instruction (Albino, 2017; Alshenqeeti, 2019). However, the application of TBLT within Saudi Arabian secondary schools remains underexplored. Few studies have examined how this approach might address the unique educational needs of Saudi students or how they respond to task-based methods within their cultural and linguistic framework.

The significance of this research lies in its potential to offer insights into the benefits of TBLT for Saudi secondary students, who represent a demographic at a critical juncture in their academic and professional development. Proficiency in English-speaking skills is increasingly essential for high school graduates, not only for pursuing higher education but also for securing positions in a competitive, globalized job market. For teachers and curriculum developers, this study offers a chance to evaluate TBLT's potential to overcome the current limitations in English language instruction. By emphasizing communicative competence rather than memorization, TBLT could offer a valuable tool for improving language teaching practices. Moreover, the study's use of questionnaires provides a flexible framework that could be adapted to address specific language needs in different educational contexts.

Despite the anticipated contributions, certain limitations must be considered. This study is conducted within the context of a single secondary school in Saudi Arabia, which may limit the generalizability of its findings to other regions or educational settings. Additionally, the sample size is relatively small, which may affect the breadth of perspectives captured. Furthermore, the research focuses primarily on student perceptions and attitudes towards TBLT, potentially overlooking other influencing factors such as teacher efficacy and classroom resources.

This research aims to bridge these gaps by assessing the impact of TBLT on Saudi secondary students' oral fluency, examining not only their skill development but also their attitudes toward this teaching approach. Specifically, this study seeks to answer the following research questions:

1. How does TBLT impact the oral fluency of secondary school students in Saudi Arabia?
2. What are Saudi students' attitudes and perceptions toward using TBLT to enhance oral fluency?

Through these questions, the study aspires to contribute to a nuanced understanding of TBLT's potential in Saudi Arabia, offering insights for curriculum improvement and teaching methodologies that could enhance speaking proficiency across diverse educational contexts.

2. Literature Review

2.1 Theoretical Framework

The theoretical framework of this study plays a crucial role in providing basic concepts and theories that may be useful in English-language classrooms. It also helps to understand, analyze, and interpret data. The research results can be used to prove the research questions and hypotheses related to task-based language teaching.

2.1.1. Communicative Tasks and Speaking Activities

"Task-based learning is a natural extension of the constructivist and situated approaches to learning. The essence of task-based learning is to actively engage learners in authentic learning activities and to put learners in the kinds of situations in which they need to use these skills" (Hasan, 2014, pp. 250-264).

2.1.2. Cognitive Approaches and Teaching Speaking

In cognitive theory, acquiring a second language is considered the same as acquiring any new skill, through conscious attention to input and attention to output. Language production skill is achieved through conscious thinking, and the learning strategy includes enhancing understanding and memorizing information.

3.1.3. Second Language Teaching Methods

indicate that the learner cannot acquire a language without paying attention to it. In order for there to be clear and correct outcomes, the learner must be able to pay attention, remember, and retrieve the language (Hardacre, 2018).

2.1.3. The integration of cognitive tasks and the cognitive approach

Includes three stages: the pre-task stage, the task stage, and the post-task stage.

Pre-task stage: Learners engage in activities to activate their previous knowledge and familiarize them with the context of the task. Cognitive tasks such as brainstorming or activating diagrams are used to stimulate their thinking and prepare them for the main task.

Task stage: This is the main stage in which learners communicate, engage in authentic speaking activities, and apply cognitive skills and strategies to complete the task.

Post-task stage: After completing the main task, the learners engage in thinking and performance analysis, their speaking skills are self-assessed, they receive feedback from the teacher, and errors are corrected, which enhances the learners' metacognitive awareness and improves speaking skills.

2.2. Conception of Speaking

Speaking is the ability to express and communicate verbally and vocally, which is one of the most important communication skills in a language. Parmawati and Inayah (2019) emphasize the importance of speaking English as a fundamental method of communication, enabling global communication based on economics, commerce, education, and politics, and a function of learning and as an interactive process that includes constructing meaning and producing information and is one of the four most important linguistic skills that any student learning English as a foreign language must master.

2.3. Teaching Speaking

The Grammar-Translation Method (GTM), the Audio-Lingual Method (ALM), and Situational Language Teaching dominated the teaching fields in the late 1950s in the United Kingdom and the United States of America. These methods focused on speaking and listening equally, giving priority to spoken skills (Richards & Rodgers, 2001). The primary focus was on correct pronunciation and grammar when speaking the target language. Hence, CLT was created, which focuses on oral language mastery and uses communication activities to give students opportunities to use real language.

2.4. Task-based Instruction in the Language Classroom

The emergence of task-based language teaching as a modern teaching method has gained wide popularity among second language teachers around the world and has attracted the attention of many curriculum designers, language teachers, and researchers. TBLT is an educational method based on the use of communication and interaction tasks by its designers to encourage its learners to apply second language principles in teaching and has been considered an innovative approach to CLT. The majority of the advantages of task-based language learning (TBLT) stem from the way teachers view and understand task-based lessons when they are used in actual classrooms. According to Branden (2016), one of the main factors influencing teachers' perceived effectiveness is their use of TBLT to create a natural learning environment for L2 learners. Ho and Long (2014) examined the effectiveness of applying the TBSA on oral fluency and the students' attitudes and viewpoints regarding its application. The results showed that the students' level in the oral tests and their viewpoints after distributing the questionnaire showed that the students' performance was higher and better progress. Students were also positive about using task-based teaching.

Another study was conducted by Albino (2017), where the researcher used TBLT to plan the fluency of foreign language learners in a secondary school in the city of Luanda using tasks to describe the picture. The researcher recorded the participating students' voices before and after the intervention over three weeks, while the students received feedback tools to improve their fluency. The results indicated that the learners improved significantly and increased their speech production speed and their interactive language perception. The application of TBLT also helped learners believe in their abilities and realize the importance of this approach for future development. Payun (2013) explored the attitudes and perceptions for learning to utilize TBLT, in which 91 college understudies were learning Korean as a foreign language. The results demonstrated that the learners had an intriguing and positive experience with utilizing TBLT. Another investigation carried out by Murad and Smadi (2009) on Palestinian students in the secondary stage, on the extent of the impact of using TBLT on developing their oral fluency, showed a significant and clear improvement in the speaking skills that were applied to the experimental group.

Bourgoin and Le Bouthillier (2021) conducted a study to explore the application of Task-Based Language Teaching (TBLT) principles in supporting L2 beginners at literacy stations. Collaborating with Grade 1 FL teachers, they implemented TBLT-based language and literacy challenges. The study, utilizing a practical "research design" approach, collected data through classroom observations, student work samples, teacher interviews, and Task-Based lesson plans. Results indicated that TBLT principles effectively enhanced language learning among beginners, fostering extended language output, peer interaction, learner autonomy, and spontaneous language use. The study highlighted TBLT's efficacy in promoting oral communication skills and providing corrective feedback. Despite differences in context, both this study and previous research underscored TBLT's role in supporting students' speaking skills.

Furthermore, Alobeidi and Ibrahim (2021) conducted a study on two groups, one a control group and the other an experimental group, at the College of English as a Foreign Language in Iraq, to test the extent of improvement in oral fluency. The experimental group was taught some computer science and the other group was taught normally as per the curriculum. Questionnaires, interviews, and self-evaluation were used for collecting data. The results found that oral fluency improved to a high degree for the group that used computer science, which led to a significant improvement in their oral fluency, unlike the other group.

Based on previous literature reviews, it is clear that previous studies are similar to the current study, but they differ in the following. A small number of studies focused on enhancing oral fluency at the secondary level in the Kingdom of Saudi Arabia, and this crystallizes the urgent need to conduct such research within the Kingdom of Saudi Arabia, as it is unique. It is of its kind because it studies the effects of applying TBLT

on the speaking skills of Saudi secondary school students and their trends and attitudes towards it.

3. Methodology

This study employs a quasi-experimental design, with two groups designated as the experimental and control groups. The researcher aimed to ensure random selection of these groups to minimize bias. Additionally, a quantitative approach was adopted for data collection to gain comprehensive insights aligned with the research objectives.

Table 1

The Experimental Research Design with Pretest- Posttest Experimental and Control Groups.

Groups	Pretest	Process	Posttest
Experiential (30)	Speaking skills	checklist Implementing TBLT.	- Speaking checklist skills - Questionnaire
Control (30)	Speaking skills	checklist Regular teaching.	- Speaking checklist skills

3.1 Participants

The study was conducted during the third semester of the 2024 academic year, involving 60 Saudi female high school seniors aged 17 to 18. Thirty students were assigned to the experimental group, while the remaining thirty formed the control group. All participants attended a single school in Khamis Mushait, located in the southern region of the Kingdom of Saudi Arabia. Notably, the researcher conducting this study also serves as a teacher at this school, which could lead to familiarity with participants and introduce potential bias or influence their responses and behavior. To mitigate this, the researcher implemented several precautionary measures. First, the researcher maintained a professional and neutral demeanor throughout data collection and intervention activities, ensuring equal treatment of all participants. Additionally, the voluntary nature of participation was emphasized to encourage honest and unbiased responses from the students.

Ethical considerations were prioritized to safeguard the participants' well-being and rights. Informed consent was obtained from both the participants and the school principal (see Appendices A and B), with clear explanations provided regarding the study's purpose, the voluntary nature of participation, and the confidentiality of all data collected

3.2 Instruments and Measures

Two instruments were utilized for data collection: a pre-post-test assessment checklist developed by Torky (2006) (see Appendix C) and a questionnaire developed by Hamouda (2016) and modified by the researcher (see Appendix D). These instruments were selected to evaluate both the effectiveness of the Task-Based Language Teaching (TBLT) intervention and the participants' attitudes toward this approach.

3.2.1. Pre-Post-Test Assessment Checklist

The goal of the oral fluency checklist is to identify the essential speaking skills required by senior secondary school students. This checklist includes four core skill categories: grammatical discourse, discourse competence, pragmatic competence, and fluency. Each category encompasses specific sub-skills, such as grammar, pronunciation, vocabulary, meaning, and coherence. The oral fluency assessment checklist used in this study was developed by Dr. Shaimaa Abdelfattah Torky (2006) and has been validated for similar purposes in previous studies. Content validity was established through expert consultation in language teaching and a comprehensive review of relevant literature on oral fluency assessment.

The checklist addresses various aspects of oral fluency, aligned with language acquisition theories, including interactional skills, coherence, pronunciation, and vocabulary use. It comprehensively covers oral skills, enabling a detailed assessment of the TBLT intervention's effectiveness. To evaluate each skill, five performance levels were defined: 5 for very good performers, 4 for good performers, 3 for average performers, 2 for poor performers, and 1 for very poor performers. Each skill is scored, with a total possible score of 35

The validity and reliability testing of the checklist

The original validity and reliability testing of this checklist was conducted by Torky (2006), providing a strong foundation for its application in this study. To confirm its relevance and suitability for the current research context, a brief review of its validity and reliability was carried out, examining its alignment with the study objectives and the language proficiency level of the participants. Additionally, a pilot test with a small sample of participants was conducted to assess the clarity of the checklist instructions and its feasibility within the study environment.

3.2.2. The Questionnaire

The purpose of the questionnaire was to gauge students' attitudes and perceptions following the implementation of TBLT. This study employed a 24-item Likert-scale questionnaire to address the second research question, asking students to indicate the extent of their agreement with each statement. A 5-point Likert scale was used, ranging from "strongly disagree" to "strongly agree."

Following the experiment, the questionnaire was sent to participants in the experimental group via WhatsApp. The original version of the questionnaire, developed by Dr. Arafat Hamouda (2016), consisted of Yes/No options. For this study, the response scale was modified to a Likert format, offering participants greater flexibility in expressing their opinions. This instrument was chosen because it is comprehensive and designed to evaluate learners' attitudes toward the intervention, aiding the researcher in achieving the study's objectives.

To ensure clarity and comprehensibility of the statements for participants, the researcher made several modifications to the questionnaire (see Appendix D). After these adjustments, validity and reliability tests were conducted to confirm the questionnaire's suitability for measuring the study's objectives. This iterative process helped refine the questionnaire and enhance its reliability (see Table 2).

Table 2

The Reliability Statistics, Mean and Standard Error for Each Part of The Questionnaire

<i>Part</i>	<i>Mean</i>	<i>Standard error</i>	<i>Cronbach`s alpha</i>
learners' attitudes towards task-based language teaching TBLT	4.553	0.513	0.909
learners' perceptions towards the use of task-based language teaching approach in learning speaking	4.475	0.545	0.898

In the next table we represent the spearman coefficient among the two axes, the result suggested that there`s a positive strong correlation between learners' attitudes towards task-based language teaching TBLT and learners' perceptions towards the use of task-based language teaching approach in learning speaking.

Table 3

Spearman Correlation Coefficient Among the Axes of The Questionnaire

	<i>Person correlation (r)</i>	<i>p-value</i>
Learners' attitudes towards task-based language teaching TBLT	0.920	0.00*
Learners' perceptions towards the use of task-based language teaching approach in learning speaking		

3.3 The intervention procedures

The intervention was conducted over four weeks, encompassing four activities, each comprising two 90-minute sessions. Aligned with the Task-Based Language Teaching (TBLT) strategy, the intervention was structured into three distinct stages: the pre-task phase, the task phase, and the post-task phase, with each stage focusing on different aspects of speaking skills.

3.3.1 Phase 1: Pre-Test

At the start of the experiment, both the experimental and control groups were asked to deliver a presentation on “My Favorite Hobby.” This served as a pre-test to evaluate participants' initial oral fluency skills using the established assessment checklist.

3.3.2 Phase 2: TBLT Intervention

The TBLT intervention took place over four weeks and included targeted activities designed to improve participants' oral communication skills:

- **Week 1: Role-Playing (Topic: Job Interview)**
Students participated in role-playing exercises simulating job interviews. This activity emphasized effective communication, appropriate language use, and professional vocabulary.
- **Week 2: Problem-Solving Scenarios (Topics: Gossip, Cheating, School Absence)**
Small group discussions focused on real-world school issues, such as gossip, cheating, and absenteeism. These scenarios allowed students to practice speaking skills in a collaborative, problem-solving context.
- **Week 3: Debate (Topic: Pros and Cons of Social Media)**
Participants engaged in structured debates on the advantages and disadvantages of social media, which fostered critical thinking, argumentation, and evidence-based reasoning.
- **Week 4: Group Discussion (Current Events and Trends)**
Students participated in group discussions on current events and trends, promoting active engagement, respectful debate, and conversational skills.

3.3.3 Phase 3: Post-Test

Following the TBLT intervention, a post-test was conducted to assess the progress of participants. As in the pre-test, both groups delivered a presentation on “My Favorite Hobby,” allowing the researcher to evaluate changes in oral fluency using the same checklist and criteria. The post-test results were compared with pre-test scores to determine the impact of the TBLT intervention. Additionally, a questionnaire was distributed to the experimental group to capture their perceptions and opinions regarding the TBLT approach. This feedback provided valuable insights to support the study's findings. The following Table (Table 4) provides an overview of the intervention.

Table 4

An Overview of The Oral Fluency Skills Evaluated in Each Stage.

Phase	Week	Activity	Skills to be evaluated
Pre-task Intervention of TBLT	One	Presentation	Pronunciation and clarity of speech skills.
	One	Role-play	The individual should demonstrate proficiency in maintaining a clear and concise speech during a role-play, using appropriate language structures in a professional setting, and maintaining coherence during a simulated job interview.
	Two	Problem-solving Scenarios	The individual should possess clear communication skills, adept problem-solving abilities, and fluency in discussing real-world issues in group discussions.
	Three	Debate	The skill involves presenting arguments and counterarguments in a structured debate format, articulated opinions with evidence, using persuasive language, and responding to opposing viewpoints.

Four Discussion Engaging in group discussions on current events and trends, expressing opinions, analyzing, and critical thinking, actively participating, and maintaining clarity and coherence in communication.

Post- task Four Presentation Pronunciation and clarity of speech skills.

3.4 Data Collection and Analysis

The data collection and analysis process followed a quasi-experimental design to evaluate the effectiveness of the proposed framework. Initially, all students from both the experimental and control groups participated in a pre-test presentation, organized in groups of four. This pre-test aimed to gauge students' speaking proficiency prior to the intervention. Data analysis then involved descriptive statistics and independent sample t-tests to compare pre- and post-test scores between the experimental and control groups, accounting for the quasi-random assignment of participants. Additionally, a post-test questionnaire administered to the experimental group provided insights into students' perceptions of the task-based instruction. Overall, the structured analysis highlighted the intervention's impact on speaking skills and clarified students' attitudes toward the instructional approach within the constraints of the quasi-experimental design

4. Results

The aim of this study was to address the research questions concerning the oral fluency needs of female third-year secondary school students. This was achieved by using a questionnaire and a pre/post oral fluency checklist to evaluate the proposed oral activities within a task-based teaching framework. Findings were presented by linking the study results to the initial hypotheses. A statistical analysis, specifically a t-test using SPSS, was conducted on the pre- and post-test scores to determine whether there were significant differences between the control and experimental groups.

4.1 Pre-test and Post-test Results

To address the first research question and establish a baseline prior to implementing TBLT, an independent groups t-test was conducted to compare the experimental and control groups in the pre-test. This comparison focused on overall speaking skill mastery as well as specific sub-skills within speaking. As shown in Table 3.2, the t-test result is 0.637, which exceeds the level of statistical significance (0.05). This indicates that there are no statistically significant differences between the average pre-test scores of the experimental and control groups.

Table 5

T-test Results of the Pre-test Comparing the Control Group and Experimental Groups Means Scores in Overall Oral Skills

Group Statistics						
	Group	N	Mean	Std. Deviation	Std. Error Mean	Error
Pre-test	Experimental	30	21.20	6.283	1.147	
	Control	30	20.40	6.780	1.238	

Table 6

Independent Samples Pre-test Comparing the Control Group and Experimental Groups Means

Independent Samples Test											
		t-test for Equality of Means									
		F	Sig.	t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper

Pre-test	Equal variances assumed	.601	.441	.474	58	.319	.637	.800	1.688	-2.578-	4.178
	Equal variances not assumed			.474	57.667	.319	.637	.800	1.688	-2.579-	4.179

The table above (Table 6) demonstrates that the objective of the pre-test analysis was to establish a baseline comparison between the experimental and control groups prior to implementing task-based teaching within TBLT. Results from the independent t-test indicated no statistically significant difference between the average scores of the two groups ($t = 0.474$, $df = 58$, $Sig = 0.441$). The experimental group had an average score of 21.20 with a standard deviation of 6.283, while the control group averaged 20.40 with a standard deviation of 6.780.

These findings suggest no notable difference in the oral fluency abilities of the two groups before the intervention. The slight variance in mean scores can be attributed to chance, as indicated by the p-value of 0.441. This provides a foundational understanding of participants' initial abilities and supports the initial comparability of the groups. Furthermore, the lack of significant differences in pre-intervention oral fluency skills validates the quasi-random assignment process used in this study, enhancing the robustness of the research design.

Table 7

T-test Results of The Post-Test Comparing the Control Group and Experimental Groups Means Scores in Overall Oral Skills.

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental	30	24.00	5.324	.972
	Control	30	21.07	5.907	1.078

Table 8

Independent Samples Post-test Comparing the Control Group and Experimental Groups Means

Independent Samples Test											
		t-test for Equality of Means									
		F	Sig.	t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Post-test	Equal variances assumed	.443	.509	2.020	58	.024	.048	2.933	1.452	.027	5.840
	Equal variances not assumed			2.020	57.385	.024	.048	2.933	1.452	.026	5.840

Following the implementation of TBLT, the experimental group's average score on the oral test was significantly higher ($M = 24.00$) than that of the control group ($M = 21.07$), underscoring the effectiveness of TBLT in enhancing oral fluency. This data demonstrates that task-based language teaching significantly improved female students' oral fluency abilities. The statistically significant difference in mean scores highlights TBLT as a successful pedagogical strategy for fostering oral proficiency in secondary school contexts, providing valuable insights into the benefits of innovative teaching approaches for language acquisition.

The computed degrees of freedom for the experimental group were 58, while for the control group, it was 57.387, indicating slight variations within the sample. More importantly, a statistically significant difference in mean scores was observed between the two groups, as reflected by a p-value of 0.048 for the experimental group in the independent t-test.

These results compellingly illustrate that task-based language instruction positively impacted the oral fluency abilities of female students. The effectiveness of TBLT as a pedagogical strategy for enhancing oral proficiency in secondary school settings is further affirmed by the statistically significant difference in scores. These findings provide valuable information about the potential advantages of innovative language learning and teaching methodologies.

4.2 Research Hypothesis

" The implementation of TBLT will result in improved students' oral fluency, leading to an increase in the student's oral proficiency and fluency, in comparison with traditional methods."

As illustrated in the table above, there was a notable difference between both groups, with the experimental group demonstrating superior performance. The results indicate a significant improvement in oral fluency skills, with the experimental group achieving an average post-test score of 24.00 (SD = 5.324), compared to 21.07 (SD = 5.907) for the control group. These findings suggest a substantial positive impact of TBLT on oral fluency development, aligning with previous research highlighting the benefits of task-based teaching in enhancing speaking skills. One contributing factor to these results is the integration of tasks closely linked to real-world situations, which motivated students to engage actively in English communication. The varied opportunities for individual, pair, and group work provided meaningful language practice, fostering greater motivation to speak. Additionally, previous studies have shown that learners progress more rapidly when applying new language skills in authentic contexts, reinforcing the efficacy of TBLT.

Furthermore, TBLT facilitates the development of students' oral discourse complexity, length, fluency, and accuracy, thereby enhancing communicative competence and fostering creative learning. The role of the TBLT instructor is also crucial, as their positive attitude towards the approach and supportive guidance during activities contribute significantly to students' skill development.

In summary, the results of post-test in this study support the research hypothesis, indicating a significant improvement in students' oral fluency following the implementation of TBLT compared to traditional methods.

4.3 The Questionnaire Results

The questionnaire administered in this study was a key tool for assessing learners' attitudes and perceptions of Task-Based Language Teaching (TBLT). Designed to explore the learners' experiences and perspectives following TBLT implementation, the questionnaire sought to provide valuable insights into the effectiveness and reception of this instructional approach.

Using descriptive statistics and interpretation of mean scores, this section details participants' responses to each questionnaire item, offering meaningful insights into TBLT's impact and reception from the learners' viewpoint. The findings contribute to a deeper understanding of TBLT's role in language education and inform future pedagogical practices aimed at improving language learning outcomes.

Table 9

Descriptive Statistics for Learners' Attitudes Towards Task-Based Language Teaching TBLT.

N	Statements	N	Min score	Max score	Mean	SD	Total %		
							SA+A	N	SD+D
1	I enjoy learning English through task-based activities	30	3	5	4.80	.484	96.67	3.33	0.00
2	The task-based approach makes learning English easy for me.	30	3	5	4.60	.675	90.00	10.00	0.00
3	Task-Based Language Teaching (TBLT) helps me learn more English.	30	3	5	4.63	.669	90.00	10.00	0.00
4	The task-based approach makes learning English interesting for me.	30	3	5	4.63	.615	93.33	6.67	0.00

5	I prefer learning English by using task-based learning methods.	30	2	5	4.53	.730	93.33	3.33	3.33
6	I can apply the English skills I learned from the task-based activities into real-life situations in the future.	30	3	5	4.73	.583	93.30	6.70	0.00
7	The task-based instruction makes me feel more relaxed and comfortable when using the foreign language to communicate with my classmates	30	3	5	4.70	.596	93.40	6.60	0.00
8	The task-based instruction makes me feel more confident in using English.	30	2	5	4.53	.730	93.33	3.33	3.33
9	I would like to use this task-based approach in the other language classes.	30	1	5	4.17	1.147	73.35	16.65	10.00
10	I don't worry about making mistakes when I perform oral tasks in the classroom.	30	2	5	4.37	.809	90.00	10.00	0.00
11	The task-based activities helped me express my ideas in classroom	30	2	5	4.43	.774	90.00	6.70	3.30
12	The task-based activities had clear goals that needed to be accomplished.	30	3	5	4.50	.682	90.00	10.00	0.00

Note. *1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High. (Low = below average, moderate = average, high = above average)

4.3.1 Learners' Attitudes Towards Task-based Language Teaching (TBLT)

Table 9 provides valuable insights into learners' attitudes and perceptions of Task-Based Language Teaching (TBLT). Participants reported strong agreement with statements reflecting their positive experiences with TBLT. For instance, a high percentage (96.67%) indicated that they enjoyed learning English through tasks, with a mean score of 4.80, suggesting significant engagement with the TBLT approach. Additionally, the majority of participants (90.00%) agreed that TBLT makes learning English easier, underscoring the perceived effectiveness of this method for language acquisition, as reflected by a mean score of 4.60.

Similarly, participants overwhelmingly agreed that TBLT helps them learn more English (90.00%) and makes learning English more interesting (93.33%), with both items yielding mean scores of 4.63. These findings highlight TBLT's positive impact on learners' motivation and engagement. Further, participants expressed confidence in their ability to apply English skills learned through TBLT in real-life contexts, with 93.30% agreeing or strongly agreeing, resulting in a mean score of 4.73. Participants also perceived TBLT as fostering a relaxed and comfortable environment for communication, as indicated by 93.40% agreement and a mean score of 4.70.

Moreover, participants reported increased confidence in using English (93.33%) and expressed an interest in using TBLT in other language classes (73.35%), with mean scores of 4.53 and 4.17, respectively. These results illustrate the broad benefits of TBLT, including enhanced communication skills, confidence, and comfort in language learning. Overall, these findings offer comprehensive insights into learners' positive attitudes toward TBLT, providing a strong foundation for deeper exploration of its implications in subsequent sections of the study.

Table 10

Descriptive Statistics for Learners' Perceptions Towards the Use of Task-Based Language Teaching Approach in Learning Speaking.

N	Statements	N	Min score	Max score	Mean	SD	Total %		
							SA+A	N	SD+D
13	I feel motivated while participating in doing tasks and other speaking activities in English class.	30	2	5	4.60	.770	90.00	6.70	3.30
14	The TBLA encourages me to speak more English.	30	3	5	4.53	.681	90.00	10.00	0.00
15	I achieve more progress in speaking after the treatment.	30	4	5	4.73	.450	100.00	0.00	0.00
16	Speaking tasks in class help me to develop my presentation skills.	30	3	5	4.73	.521	96.70	3.30	0.00
17	Giving an oral report makes speaking English easier.	30	2	5	4.40	1.037	80.00	10.00	10.00
18	I think the TBLA gives me more time for speaking.	30	3	5	4.40	.724	86.65	13.35	0.00
19	I feel that my English-speaking skill has improved.	30	3	5	4.50	.630	93.35	6.65	0.00
20	I think the TBLA improves my pronunciation.	30	3	5	4.53	.629	93.30	6.70	0.00
21	I don't feel embarrassed to speak English in class	30	2	5	4.23	.971	76.60	16.70	6.70
22	After the treatment I take part in speaking positively.	30	3	5	4.57	.568	96.70	3.30	0.00
23	When performing speaking tasks, I can get so anxious that I forget things I know.	30	1	5	3.87	1.408	60.00	13.35	26.65
24	I think the task-based approach helped me recall old vocabulary and improve my vocabulary.	30	3	5	4.60	.621	93.30	6.65	0.00

Note. *1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High. (Low = below average, moderate = average, high = above average)

4.3.2 Learners' perceptions towards the use of task-based language teaching approach in learning speaking

Task-Based Language Teaching (TBLT) provides valuable insights into learners' perceptions and experiences with this approach. As shown in Table 7.2, participants in the experimental group expressed high levels of satisfaction and engagement with TBLT, demonstrated by their overwhelmingly positive responses to statements related to enjoyment, ease of learning, and motivation. For instance, a significant majority of participants indicated that they enjoy learning English through tasks (96.67%) and perceive TBLT as an accessible and effective method for language acquisition (90.00%). These findings suggest that TBLT is favorably regarded by learners, who view it as both enjoyable and approachable for language learning.

Moreover, participants reported a strong belief in the efficacy of TBLT for language development and improvement of speaking skills. A significant majority agreed or strongly agreed that TBLT helps them learn more English (90.00%) and makes learning English interesting (93.33%). Participants also expressed confidence in their ability to apply the English skills acquired through TBLT in real-life situations (93.30%), underscoring the perceived practical relevance of TBLT in enhancing communicative competence and preparing learners for real-world language use.

Additionally, participants identified specific benefits of TBLT, such as increased confidence in speaking English, improved pronunciation, and enhanced presentation skills. A large percentage agreed that TBLT helps them feel more relaxed and

comfortable using English to communicate with classmates (93.40%) and aids in expressing ideas effectively in the classroom (90.00%). These findings underscore the positive impact of TBLT on learners' confidence, fluency, and communicative abilities, suggesting that TBLT fosters a supportive and empowering environment conducive to language development.

In summary, the analysis of learners' attitudes toward TBLT reveals a strong endorsement of this approach, with participants expressing high levels of satisfaction, motivation, and confidence in their language learning abilities. These findings emphasize the effectiveness of TBLT in promoting oral proficiency and fluency and highlight its potential to enrich the language learning experience for students.

5. Discussion

The purpose of this study was to evaluate the impact of Task-Based Language Teaching (TBLT) on the oral fluency of female high school students, with a focus on analyzing the differences between experimental and control groups. The findings strongly support the effectiveness of TBLT in enhancing oral fluency, echoing the positive outcomes reported in prior research.

In line with previous studies (Murad & Smadi, 2009; Payun, 2013; Ho & Long, 2014; Branden, 2016; Albino, 2017; Alobeidi & Ibrahim, 2021; Bourgoin & Le Bouthillier, 2021), the results indicate that TBLT is an effective strategy for promoting communicative competence and improving speaking proficiency in foreign language learners. This study found no significant difference in pre-test scores between the experimental and control groups, establishing an initial equivalence in fluency levels. This equivalence supports the validity of the results by confirming that post-test improvements in the experimental group can be attributed to the TBLT intervention.

The TBLT intervention's structured activities—such as role plays, problem-solving tasks, debates, and discussions—enabled students to practice language in realistic, interactive contexts. The experimental group's higher post-test scores, with a mean of 24.00 (SD = 5.324) compared to the control group's mean of 21.07 (SD = 5.907), highlight the effectiveness of these activities in fostering oral fluency. Similar to findings in Albino (2017) and Ho and Long (2014), students demonstrated increased confidence and fluency, benefiting from task-based scenarios that encouraged language use in meaningful ways.

Moreover, the overwhelmingly positive attitudes of participants toward TBLT underscore its value not only in developing language skills but also in boosting learner motivation and engagement. A high percentage (96.67%) of participants reported enjoying learning English through tasks, and 90.00% felt that TBLT made English learning easier. These perceptions align with studies by Branden (2016) and Bourgoin and Le Bouthillier (2021), which underscore the importance of learner satisfaction and engagement for effective language acquisition. Participants' confidence in applying English skills to real-life contexts, as well as their comfort in using English communicatively, reflects TBLT's role in building language skills that are practical and applicable beyond the classroom.

6. Conclusion

This study concludes that Task-Based Language Teaching is a highly effective pedagogical approach for enhancing the oral fluency of female third-year secondary school students. TBLT not only improved students' speaking abilities but also fostered positive attitudes toward English language learning, with students reporting greater confidence, enjoyment, and engagement in their language studies. By incorporating realistic, task-based activities, TBLT facilitates meaningful language use, helping students to develop both fluency and communicative competence in a supportive, engaging environment.

The findings of this study have several important implications for language education in Saudi Arabia and beyond. Educators and curriculum designers should consider integrating TBLT into language programs to promote oral proficiency and enhance learners' engagement. Policymakers and educational administrators could also advocate for TBLT-based curricula as part of broader efforts to improve English proficiency in secondary schools, especially given the increasingly globalized job market and the importance of English for professional and social opportunities.

However, certain limitations must be addressed in future research to build upon these findings. First, this study was conducted in a single school with a specific demographic, which may limit the generalizability of the results. Expanding the study to include a more diverse sample across multiple schools would provide a more comprehensive understanding of TBLT's impact. Additionally, the researcher's dual role as a teacher and researcher could have influenced participants' responses, despite efforts to mitigate this bias. Future studies might benefit from incorporating external validation or blinded assessment procedures to ensure objectivity.

Further research could also explore the use of objective language proficiency assessments alongside self-reports to obtain a fuller picture of TBLT's impact on language skills. Longitudinal studies that track language development over time would provide additional insights into the long-term effects of TBLT on oral fluency. Additionally, future research might examine the role of TBLT in other language skills, such as writing and listening, to assess its broader applicability in language learning.

In conclusion, this study adds to the growing body of literature affirming the efficacy of TBLT in enhancing oral fluency and promoting positive attitudes toward language learning. By incorporating TBLT into language education, educators can create

engaging, effective learning experiences that build students' confidence and proficiency in English, preparing them for real-world communication.

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Appendix A

School principal's consent form

To the respected school principal,

I am writing to request approval to conduct quasi-experimental research within the school premises on third-grade female students of secondary education. The aim is to study "The Effectiveness of Task-Based Language Teaching in Saudi Arabian Secondary Schools in Improving Students' Oral Fluency" as part of the requirements for obtaining my Master's degree in Teaching English as a Foreign Language.

The researcher, Afnan Saeed Al-Shahrani, is a master's student in Teaching English as a Foreign Language and currently works as an English language teacher in the school. This study aims to enhance the level of oral fluency among third-grade female students through the implementation of task-based teaching. The research will be conducted by delivering English language lessons using the task-based approach, along with providing interactive exercises and activities to enhance oral fluency skills. I would like to assure you that the research will adhere to all ethical and educational standards, and the collected data will be kept confidential. The final results of this research will be used to improve the teaching process in the school and enhance students' oral fluency skills.

Therefore, I kindly request your permission and guidance to conduct the quasi-experimental research within the school and to use third-grade female students as the study sample. I am ready to provide any additional documents or information needed to complete the approval process.

Thank you in advance for your cooperation and continuous support in developing the educational process in the school. I look forward to receiving your approval as soon as possible.

With sincere respect,

Researcher: Afnan Saeed Al-Shahrani

English Language Teacher for Third-grade Secondary School ii.afnansaeed@gmail.com

Appendix B

Participant Consent Form

"Effectiveness of Task-Based Language Teaching in Saudi Arabian Secondary Schools"

Researcher: Afnan Saeed Al-Shahrani

Dear Participant,

You are invited to take part in a study examining the effectiveness of task-based language teaching in improving oral fluency among students in Saudi Arabian secondary schools.

Your participation involves attending English language lessons and engaging in activities aimed at enhancing oral fluency. Participation is voluntary, and you can withdraw at any time without consequences.

Your identity will remain confidential, and your participation or decision not to participate will not affect your academic standing.

By signing below, you acknowledge your voluntary participation in the study.

Participant's Signature: _____ Date: _____

For questions, contact Afnan Saeed Al-Shahrani at ii.afnansaeed@gmail.com.

Appendix C

Pre/Post-test specification rubric to evaluate students' oral fluency, and the scores assigned to each section.

This Pre/Pos test specification rubric was developed by Shaimaa Abdelfattah Torky in her Ph.D's thesis " The Effectiveness of a task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary School ".

	Grammatical Competence	Discourse Competence	Pragmatics Competence	Fluency	Total
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Speaking skill	Grammar	5	Coherence	5	5	5	35
	Pronunciation	5		Meaning			
	Vocabulary	5					

Appendix D

The modified questionnaire by the researcher

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I enjoy learning English through task-based activities					
2	The task-based approach makes learning English easy for me.					
3	Task Based Language Teaching (TBLT) helps me learn more English.					
4	The task-based approach makes learning English interesting for me.					
5	I prefer learning English by using task-based learning methods.					
6	I can apply the English skills I learned from the task-based activities into real-life situations in the future.					
7	The task-based instruction makes me feel more relaxed and comfortable when using the foreign language to communicate with my classmates					
8	The task-based instruction makes me feel more confident in using English.					
9	I would like to use this task-based approach in the other language classes.					
10	I don't worry about making mistakes when I perform oral tasks in the classroom.					
11	The task-based activities helped me express my ideas in classroom.					
12	The task-based activities had clear goals that needed to be accomplish.					
13	I feel motivated when participating in task-based activities and other speaking exercises in English class.					
14	The TBLT encourages me to speak more English.					
15	I makes more progress in speaking after engaging in the task-based teaching.					
16	Speaking tasks in class help me to develop my presentation skills.					
17	Giving an oral report makes speaking English easier for me.					
18	I believe that the task-based approach gives me more opportunities to practice speaking.					
19	I feel that my English-speaking skill had improved.					
20	I think the TBLT improves my pronunciation.					
21	I don't feel embarrassed to speak English in class					
22	After the participating in the experiment, I actively engaged in speaking activities.					
23	Speaking tasks, I can get so anxious that I forget things I know.					

24	I think the task-based approach helped me recall old vocabulary and improve my					
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Appendix E

Test of Validity of the questionnaire

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Total score
Q1	1.00	.752**	.480**	0.33	.493**	0.18	.410*	.599**	.415*	.460*	.507**	0.36	.562**
Sig		0.00	0.01	0.08	0.01	0.35	0.02	0.00	0.02	0.01	0.00	0.05	0.00
Q2		1.00	.571**	.546**	0.33	0.34	.530**	.571**	.430*	.552**	.498**	.557**	.694**
Sig			0.00	0.00	0.08	0.06	0.00	0.00	0.02	0.00	0.01	0.00	0.00
Q3			1.00	.466**	.442*	.449*	.385*	.456*	.444*	.530**	.480**	.440*	.649**
Sig				0.01	0.01	0.01	0.04	0.01	0.01	0.00	0.01	0.01	0.00
Q4				1.00	.571**	.429*	.561**	.443*	.650**	.632**	.613**	.458*	.737**
Sig					0.00	0.02	0.00	0.01	0.00	0.00	0.00	0.01	0.00
Q5					1.00	0.30	.480**	.500**	.431*	.462*	.600**	.392*	.660**
Sig						0.11	0.01	0.00	0.02	0.01	0.00	0.03	0.00
Q6						1.00	.530**	0.25	0.33	.445*	.529**	.495**	.549**
Sig							0.00	0.18	0.07	0.01	0.00	0.01	0.00
Q7							1.00	.569**	.490**	.400*	.662**	.473**	.679**
Sig								0.00	0.01	0.03	0.00	0.01	0.00
Q8								1.00	0.36	.578**	.600**	.688**	.714**
Sig									0.05	0.00	0.00	0.00	0.00
Q9									1.00	.365*	.564**	.376*	.730**
Sig										0.05	0.00	0.04	0.00
Q10										1.00	.569**	.571**	.739**
Sig											0.00	0.00	0.00
Q11											1.00	.624**	.820**
Sig												0.00	0.00
Q12												1.00	.731**
Sig													0.00
Total score													1.00

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).