

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH – NHẬT

Sinh viên : Trần Thị Ninh

Giảng viên hướng dẫn : Th.s Nguyễn Thị Hoa

HẢI PHÒNG – 2024

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

**A STUDY ON HOW TO MOTIVATE 1ST YEAR
ENGLISH MAJOR STUDENTS TO SPEAK AT HPU**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – NHẬT

Sinh viên : Trần Thị Ninh

Giảng viên hướng dẫn : Th.s Nguyễn Thị Hoa

HẢI PHÒNG – 2024

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Trần Thị Ninh Mã SV: 1712753014

Lớp: NA2101N

Ngành: Ngôn ngữ Anh – Nhật

Tên đề tài: **A study on how to motivate 1st year English major students to speak at HPU**

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

.....

.....

.....

.....

.....

.....

2. Các số liệu cần thiết để thiết kế, tính toán.

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp.

.....

.....

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên: Nguyễn Thị Hoa

Học hàm, học vị: Thạc Sĩ

Cơ quan công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: A study on how to motivate 1st year English major students to speak at HPU

Đề tài tốt nghiệp được giao ngày 19/08/2024

Yêu cầu phải hoàn thành xong trước ngày 09/11/2024

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Trần Thị Ninh

Th.S Nguyễn Thị Hoa

Hải Phòng, ngày tháng.....năm 2024

TRƯỞNG KHOA

TS. Trần Thị Ngọc Liên

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

.....

.....

.....

.....

.....

2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

.....

.....

.....

.....

.....

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

.....

.....

1. Phần nhận xét của giáo viên chấm phản biện

.....

.....

.....

.....

.....

.....

.....

2. Những mặt còn hạn chế

.....

.....

.....

.....

.....

.....

.....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm phản biện ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

DECLARATION

I hereby declare that the research work presented in this paper titled **“A study on how to motivate 1st year English major students to speak at HPU”** is my own original work and has been carried out under the guidance of **Ms. Nguyễn Thị Hoa**. I have acknowledged all sources of information and data used in the paper through proper citations and references.

I further declare that this paper has not been submitted in any form to any other institution, journal, or conference for publication or assessment purposes.

Trần Thị Ninh

ABSTRACT

This study explores effective strategies to motivate first-year English major students at Hai Phong University to actively engage in speaking activities. Oral communication skills are one of the most important part of language acquisition, yet many students remain reluctant to participate due to factors such as anxiety, fear of making mistakes, and lack of confidence. Motivation plays a remarkable role in language learning, as it directly influences students' willingness to take risks, engage in conversations, and practice their speaking skills. Without adequate motivation, students may not fully develop their speaking skills, which are essential for both academic success and future career opportunities. The research addresses the challenges that prevent students from participating in speaking exercises, such as anxiety, lack of confidence, and limited vocabulary. Through a combination of surveys, interviews, and classroom observations, the study identifies key motivational factors, including the role of positive reinforcement, interactive learning environments, and culturally relevant materials. These include creating a supportive and non-threatening classroom environment, integrating interactive and culturally relevant tasks, and providing continuous positive encouragement. The study also emphasizes the importance of teacher-student support and the use of peer collaboration to reduce speaking anxiety. The findings suggest that when students are motivated through the instructional methods, they are more likely to overcome their fear and engage more in speaking activities, leading to significant improvements in their language proficiency. This research offers valuable insights for educators who is seeking a more communicative and confidence-building classroom environment.

ACKNOWLEDGEMENT

I would like to express my gratitude to all my beloved supporters who gave my necessary assistance in completing this paper.

First of all, Ms. Nguyen Thi Hoa, my research supervisor, is a great instructor to me. Her guidance along with her constructive corrections lead me to this point of the project. Without her aid, it might never be finished.

Secondly, thank to Dr. Tran Thi Ngoc Lien, Vice President of Hai Phong University of Management & Technology and Chairman of the Advisory Council of the Faculty of Foreign Languages, who granted me permission to conduct this research.

Lastly, my family and all my friends whose mental encouragements are tremendously important when I felt like falling off the track. All of the mentioned one mean everything to me.

Hai Phong, October, 2024

Student

Trần Thị Ninh

TABLE OF CONTENTS

PART I. INTRODUCTION	1
1. Rationales.	1
2. Aims of the study	1
3. Scope of the study	2
4. Methods of the study	2
5. Design of the study	3
PART II: LITURATURE REVIEW	4
1. Speaking Skill.	4
1.1 Concepts of speaking skills	4
1.2 Types of speaking.....	4
1.3 Components of Speaking	6
1.3 Challenges in Developing Speaking	7
1.4 Speaking Skills in English as a Foreign Language (EFL) Contexts.....	8
1.5 Main Factors Affecting Students' Speaking	10
1.5.1 Psychological Factors.....	10
1.5.2 Vocabulary	12
1.5.3 Pronunciation	12
1.5.4 Accent.....	12
1.5.5 Listening Comprehension	12
1.5.6 Organization of Ideas	12
1.5.7 Cultural Factors	12
1.5.8 Lack of Target Language Learning Environment.....	13
3. Motivation in Language Learning.....	16
3.1 Definition of Motivation	16
3.2 Theories and Types of Motivation	16
3.2.1 Inner Drive and Motivation.....	16
3.2.2 Variable Relationships in Motivation	16
3.2.3 Contemporary Understanding of Motivation.....	16
3.3 Types of Motivation	16
3.3.1 Integrative and Instrumental Motivation.....	17
3.3.2 Distinction Between Integrative and Instrumental Motivation.....	17

3.4 Implications for Language Learning.....	17
4. Task-Based Language Teaching (TBLT)	17
4.1 Theoretical Foundation of TBLT	17
4.1.1 Overview	17
4.1.2 Definition	18
4.2 Essential Components of TBLT.....	18
4.2.1 Tasks.....	19
4.2.2 Focus on Form.....	19
4.2.3 Assessment	20
4.3 Role of Teachers in TBLT	20
4.3.1 Facilitator Role.....	20
4.3.2 Providing Feedback.....	21
4.4 Benefits of TBLT in Enhancing Speaking Skills.....	22
4.4.1 The Importance of Speaking in Language Learning.....	22
4.4.2 The Role of Practice in Language Acquisition	22
4.4.3 Contributions of Rod Ellis	22
4.4.4 The Impact of Michael H. Long.....	23
4.4.5 Principles of Task-Based Learning (TBL).....	23
4.4.6 Challenges in Speaking Classes	23
4.4.7 Practical Strategies for Enhancing Speaking Skills	23
4.5 Challenges of Implementing TBLT	24
4.5.1 Teacher Preparation.....	24
4.5.2 Classroom Management.....	24
4.5.3 Assessment of Speaking.....	24
Part III: RESEARCH METHODOLOGY	26
1. Setting of the study.....	26
1.1. Research participants.....	26
1.2. Current teaching condition for English Major Department in HPU	26
1.3. Students' current study lesson plans.	27
2. The survey questionnaires.....	29
2.1. Introduction.	29
2.1.1. The University.....	29

2.1.2 Class size, time available.....	30
2.2 Rationale behind the use of survey questionnaire.....	30
2.3 Purpose of the survey questionnaire.	30
2.4 The design of the survey questionnaires	31
2.5 The design of the speaking tests.....	31
3. Research Design.....	32
3.1. Participants	32
3.2 Research Instruments	32
3.3 Lesson Plans	33
3.4. Procedure.....	41
3.5. Data Collection and Analysis.....	42
PART IV. FINDINGS AND DISCUSSIONS OF FINDINGS	43
4.1. Effectiveness of Task-Based Language Teaching in motivating students ..	43
4.1.1. Findings from tests and questionnaires	43
4.2. Analysis of Key Findings.....	44
4.2.1. Increased Confidence and Reduced Anxiety	44
4.2.2. Improved Fluency and Vocabulary Use.....	45
4.3. Student Perceptions of TBLT Activities.....	45
4.3.1. Perceived Benefits.....	45
4.3.2. Perceived Challenges	45
4.4. Researcher Observations	46
4.5. Challenges in Implementing TBLT	46
4.5.1. Time Constraints	46
4.5.2. Balancing Task Freedom and Language Focus	46
4.6. Recommendations for Future Practice	46
4.7. Summary of Findings	47
PART V: CONCLUSION.....	48
APPENDIXES	51
LIST OF REFERENCES	55

PART I. INTRODUCTION

1. Rationales.

As global interactions between countries continue to grow, learning English, especially English speaking, is becoming increasingly important. English is used for a wide range of purposes, including communication and discussion in international forums as well as in everyday life. In Vietnam, English proficiency is also essential for employment. Consequently, developing English speaking skills has never been more crucial.

However, challenges still exist in the teaching and learning of English speaking today, particularly at Hai Phong University of Management & Technology, where many English majors, especially first-year students, struggle with the language. These students tend to focus more on grammar, writing, and reading while ignoring speaking skills. Most first-year English majors speak in a passive manner and are hesitant to participate in classroom speaking activities. As a result, their speaking abilities remain limited, and only a few are able to communicate effectively in English.

It is evident that now is the time for teachers to adopt suitable teaching methods to address this issue. This research aims to explore the current situation of teaching and learning English speaking among first-year English majors at HPU and proposes key strategies, such as improving English speaking instruction to help students enhance their speaking skills. Only by doing so can students effectively learn to communicate in English.

To support first-year English majors at HPU in improving their speaking skills, this study titled “A Study on How to Motivate First-Year English Major Students to Speak at HPU” was conducted. The research aims to assist students in the Foreign Languages Department, particularly first-year students, to enhance their English speaking abilities to better master the language.

2. Aims of the study

The aims of this study are to discover effective methods for students to enhance their speaking ability, with a particular focus on assessing the current status of first-year English majors' English speaking skills and offering suggestions for

improving communication. This seeks to foster a more positive attitude toward speaking English, making the experience more enjoyable and engaging for students. It is anticipated that, through the implementation of these strategies, first-year English majors at HPU will begin to view speaking English not just as an academic requirement, but as an enjoyable and rewarding activity, possibly even one of their favorite pastimes.

In achieving these aims, the study will explore motivational techniques and teaching practices that can effectively encourage students to participate more actively in speaking activities. By addressing factors such as fear of speaking, lack of confidence, and the hesitancy often seen in classrooms, the research intends to provide practical solutions that can be applied to the curriculum. The ultimate goal is to create a learning environment where students feel comfortable and motivated to practice their speaking skills, thereby improving their overall language proficiency and communication skills.

3. Scope of the study

This study focuses on first-year English major students at Hai Phong University of Management & Technology (HPU) and explores the challenges they face in improving their English-speaking skills. It investigates classroom-based factors, such as teaching methods and student motivation, that affect speaking performance. The research aims to provide strategies to enhance student engagement in speaking activities, with the goal of improving their overall communication abilities. The scope is limited to the context of classroom learning, specifically targeting beginner learners in a university setting.

4. Methods of the study

To compliment this research, several methods were used:

- Relevant resources, including teaching methodology reference books, were carefully reviewed and evaluated.
- A survey questionnaire was distributed to first-year English majors at HPU to collect data and insights for the study.
- Additionally, a qualitative approach was employed using two tools: informal interviews and observations, to enhance the reliability of the

collected data. All comments, observations, recommendations, and conclusions drawn in the study were based on the analysis of this data.

5. Design of the study

The study consists of three main parts: **Introduction, Literature Review, METHODOLOGY, FINDINGS AND DISCUSSIONS, AND CONCLUSION**

Conclusion.

Part I Introduction: provide an overview of the rationale to the study. It also covers the study's objectives, research topics, and scope of work.

Part II Literature Review This section presents a review of relevant literature that outlines the definition of speaking, the challenges associated with teaching and learning speaking skills, the various approaches to teaching speaking, and the role of motivation in enhancing English speaking abilities.

Part III - Research Methods: Describes the research method, the participants, the textbook and the method to collect and analyze the data.

Part IV, Conclusions Briefly summarizes the study; besides, some limitations of the study and recommendations for further research are also proposed

PART II: LITURATURE REVIEW

1. Speaking Skill.

1.1 Concepts of speaking skills

Speaking is basically to say words *orally*, to communicate by talking, to make a request, and to make a speech.

According to *Hornby (1995, p.20)*, speaking is about something to talk, say something about something, to mention something, to have a conversation with somebody, to address somebody in words, to say something, or express oneself in a *particular language*.

Bygate (1987) defined speaking as producing auditory signals to produce different verbal responses in listeners. In line with this statement, *Brown (1994)* and *Burns and Joyce (1997)* state that speaking is an interactive process of *making meaning* that includes producing, receiving, and processing information. It is regarded as combining sounds systematically to form meaningful sentences.

In addition, *Nunan (1999, p.25)* states that speaking requires that learners not only know how to produce specific points of language, such as *grammar, pronunciation, or vocabulary*, but also that they understand *when, why, and in what ways* to produce language.

Thornbury (2005, p.121) states that speaking is an activity in real life carried out by a speaker to carry out his/her ideas to interact with listeners. The activities are unplanned, and their continuity is based on situations. Speaking is a *collaboration between two or more persons* in the shared time and context to communicate opinions, information, or emotions.

Speaking is an activity to express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and non-verbal symbols in a particular language, situation, and context.

1.2 Types of speaking

According to *Brown (2010: 184)*, stated that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of speaking classroom activities as follow:

1. Imitative

The first type of speaking performance is imitative activity. This activity is guide teacher to uses drilling in the teaching process. Teacher ask students to drill word in which students simply repeat a phrase or structure (e.g., “what do you think.” Or “can you take a glass of water?” for clarity and accuracy. That activity is to get opportunity to listen to orally repeat some words.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of language. The speaker must be aware of semantic properties on order to be able to respond.

3. Responsive

Responsive performance in speaking is meant by being able to give replies to the questions or comments in meaningful in authenticone. It is includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments.

4. Transactional

In this case transactional is more done in the dialogue. It is aimed at conveying or exchanging specific information, an extended from of responsive language. For example here is conversation which is done in pair work.

5. Interpersonal

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationship that for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood. According to Amit Kumar (2014:36) stated that Interpersonal Communication is the process of transmitting information and common understanding from one person to another, which is very essentialfor the success of any organization.

6. Extensive

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Based on the theory as stated above, it can be summarized that speaking performance assessment tasks are imitative, intensive, responsive, interactive and extensive. There are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use.

1.3 Components of Speaking

There are five components of language that influence speaking ability such as, pronunciation, grammar, vocabulary, fluency and comprehension (Brown 1992). They are presented below:

1. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sound patterns vary in language. According to Harmer (2001:183) stated that pronunciation teaching not only makes students aware of different sounds and sound features, but it can also improve their speaking immeasurably.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. Grammar is the sound and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not master grammar structure, they cannot speak English well. Thornbury (1999:13) states that grammar is a description of the forms conveyed. According to Harmer (2001: 12), the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

3. Vocabulary

One cannot communicate effectively or express their ideas both orally and in written form if they do not have sufficient vocabulary. So, the vocabulary means the

appropriate diction which is used communication. The function of grammar is to learn the correct way in a language in oral and written form. According to Richard and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency is one activity of producing words orally. It means that fluency has an important to the capability of other components of speaking. According 7 to Harmer (2001: 197), fluency is also helped by having us say phrases and sentences (such as the ones used in stages 1-3 above) as quickly as possible, starting slowly and then speeding up.

5. Comprehension

In speaking, comprehension is the power of understanding an exercised aimed at improving or testing one understanding of a language in written or spoken.

1.3 Challenges in Developing Speaking

Speaking is an essential productive skill in oral communication. According to Bashir (2011), speaking is complex and requires more than just pronouncing words correctly; it involves a deeper level of interaction and skill. This study explores various factors affecting students' English speaking abilities. Speaking is often the most challenging skill for students to master in the classroom, and many educators recognize it as a significant area of difficulty.

Al-Roud (2016) identified several factors impacting students' English speaking skills at the university level, highlighting social, psychological, instructional, and linguistic issues. The study found that these factors affect students' speaking performance in different ways.

Psychological Factors: Students often experience anxiety when speaking English, which is the most significant issue according to Al-Roud. Other psychological challenges include lack of motivation, confusion, disinterest, and shyness. Haidara's research supports these findings, noting that learners frequently face anxiety, nervousness, and fear of making mistakes during

speaking tasks. These psychological barriers can significantly impact students' performance in academic speaking courses.

Instructor Factors: Al-Roud's study revealed that teachers' use of their native language during instruction is a major issue affecting students' speaking skills. Hamad (2013) corroborates this by pointing out that the use of the mother tongue in class, students' fear of speaking publicly, and a lack of engaging teaching strategies like role-play and debates also hinder speaking development. It is important for teachers to minimize native language use and model English usage to encourage students. Sabhir (2017) suggests that while English should be the primary language of instruction, allowing occasional use of the first language can be beneficial for students with low proficiency who feel overwhelmed.

Social Factors: Speaking is inherently interactive and depends on the relationship between speakers and listeners. According to Celce-Murcia, social interactions in both daily life and academic settings play a crucial role in communication. Al-Roud (2016) found that a lack of English conversation practice at home and criticism from others were significant issues. Bachman (2007) and Brown (2001) highlight that maintaining conversations and developing speaking skills require effective interaction in various social contexts, which is often challenging for students outside of formal study hours.

Linguistic Factors: Al-Roud's study also pointed out that deficiencies in vocabulary and grammar are core issues affecting students' speaking abilities. These linguistic shortcomings stem from isolated vocabulary instruction and inadequate grammar practice. Brown (2001) emphasizes the importance of integrating vocabulary and grammar instruction with meaningful communication contexts. Singh (2013) suggests that expertise in linguistic aspects and academic speaking practices is essential for creating effective language instruction that enhances students' speaking skills.

In summary, the study identifies and categorizes challenges faced by students in academic speaking, highlighting the importance of addressing psychological, instructional, social, and linguistic factors to improve speaking proficiency.

1.4 Speaking Skills in English as a Foreign Language (EFL) Contexts

In today's advanced world, modern learners must master effective speaking skills, as these skills are crucial for success in various fields. With the rise of electronic and digital media, increased competition in educational institutions and workplaces, and evolving career landscapes, strong speaking abilities have become essential. Conversation, a fundamental aspect of communication, allows individuals to share and receive ideas, thoughts, and opinions. While conversation may seem straightforward, effective communication involves a dynamic exchange that includes elements such as eye contact, body language, responding, paraphrasing, and summarizing.

Among the four language skills, speaking is often considered the most critical and plays a pivotal role in both foreign and second language teaching and learning. Chaney (1998, p. 13) defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." Despite its significance, speaking skills have often been undervalued in education, with a historical focus on rote memorization of dialogues and repetitive drills.

Today's society increasingly demands well-developed speaking skills for professional success. Enhancing these skills requires substantial classroom practice and motivation, along with engaging in various speaking activities. Speaking skills are acquired in two primary contexts:

1. **Foreign Language Contexts:** In these situations, the target language is not used for everyday communication within the society, such as learning German in the USA or Arabic in Canada. Learners face challenges due to limited opportunities to practice the target language outside the classroom.
2. **Second Language Contexts:** Here, the target language is used for daily communication, such as English in the UK or Spanish in Mexico. Although young children in these settings may achieve proficiency more quickly, older learners often struggle with grammar, vocabulary, and pronunciation, impacting their overall speaking ability.

In both foreign and second language classrooms, learners need to understand the content they are speaking about and use effective oral communication skills. Teachers must create dynamic, interactive learning environments where both

teachers and learners collaborate to foster a comfortable, relaxed atmosphere conducive to productive conversations. The process of learning and applying speaking skills is closely related, allowing learners to connect their knowledge with practical application in the classroom.

To achieve this, foreign and second language teachers should develop students' communicative competence through diverse classroom activities, including various styles and types of expressions, situational and contextualized scenarios (e.g., airport, train station, business English), and exposure to different language discourses, accents, and dialects. It is the teacher's responsibility to select and implement suitable activities and strategies to meet the needs, goals, and interests of learners. As Harmer (2001, p. 271) notes, speaking activities should "fall at or near the communicative end of the communication continuum." Teachers should focus on creating interactions that emphasize correct grammar, adequate vocabulary, good pronunciation, and acceptable fluency, using activities such as role-plays, simulations, talking circles, discussions, debates, role cards, information gap activities, and storytelling.

1.5 Main Factors Affecting Students' Speaking

1.5.1 Psychological Factors

Fear of Mistakes

Robby (2010) posits that fear of making mistakes is a significant factor affecting students' English-speaking abilities in the classroom. This fear is closely tied to issues of correction and negative evaluation. Additionally, students often fear being laughed at by peers or criticized by teachers, which leads them to withdraw from speaking activities. Therefore, it is essential for teachers to reassure students that making mistakes is not wrong or harmful, as errors can be valuable learning opportunities.

Shyness

Shyness is an emotional condition many students experience when required to speak in English class. This suggests that shyness may contribute to difficulties in classroom learning, particularly in speaking activities. Addressing shyness is crucial to helping students perform their best in the classroom (Gebhard, 2000). Baldwin (2011) identifies speaking in front of a group as one of the most

common fears among students, with shyness often causing their minds to go blank or leading them to forget what to say. This finding aligns with the study's results, indicating that shyness significantly impacts students' speaking performance. Thus, shyness can be seen as a major factor affecting students' ability to speak effectively.

Anxiety

Anxiety is characterized as a state of tension, apprehension, or uneasiness associated with learning a foreign language (Horwitz et al., cited in Nascente, 2001). Nascente further asserts that, among various emotional factors, anxiety is a prominent barrier to effective language learning. Anxiety can impact students' language acquisition, as agreed by Horwitz (1991), who suggests that students' worry about speaking a foreign language can affect their performance. This can diminish the quality of oral language output and make students appear less fluent than they are. Therefore, creating a comfortable learning environment is crucial for alleviating anxiety and supporting students' language development.

Lack of Confidence

Students often lose confidence when their discussion partners do not understand them or when they struggle to understand others. In such situations, students may choose to remain silent, reflecting their lack of confidence in communication. Nunan (1999) notes that students who lack self-confidence and proficiency in English often experience communication anxiety. This highlights the importance of enhancing students' confidence as a key focus for teachers. Teachers should employ both theoretical and practical approaches to boost students' confidence and create a supportive environment where students feel encouraged to speak English and receive positive reinforcement.

Lack of Motivation

Nunan (1999) underscores the role of motivation in influencing students' reluctance to communicate in English. Motivation is a crucial factor in shaping learners' willingness to engage in communication. Zua (2008) describes motivation as an internal drive that enhances students' interest in studying. Research shows that highly motivated students are more likely to persist in their learning and achieve better grades compared to those with lower motivation.

Therefore, increasing students' motivation should be a primary goal for educators.

1.5.2 Vocabulary

For learners of English as a second language, acquiring vocabulary is essential. A broad vocabulary enables students to communicate more effectively in English, as it allows them to speak, write, and interpret meanings accurately. Without a solid understanding of vocabulary, students may struggle to engage in meaningful communication.

1.5.3 Pronunciation

Mispronunciation is common among non-native English speakers and can lead to misunderstandings or more severe consequences. To improve pronunciation, it is important to invest time in learning and practicing.

1.5.4 Accent

Everyone speaks with an accent, which often reflects their background. Accents can be a primary reason for communication difficulties, prompting some individuals to attempt to modify their accents. However, altering an accent can be challenging, and people might adjust their accent by learning and mimicking a different dialect.

1.5.5 Listening Comprehension

Listening comprehension is a fundamental skill for any English speaker. However, many students focus on improving their speaking abilities while neglecting to practice their listening skills. Despite putting significant effort into grammar and vocabulary, they may struggle to understand conversations with native speakers.

1.5.6 Organization of Ideas

Effective speech requires a logical sequence. Organizing ideas chronologically not only makes the discourse more coherent but also easier to understand. A well-structured speech, even if brief and passionate, can be more engaging. Listeners may become frustrated if they cannot follow the speaker's points due to disorganization.

1.5.7 Cultural Factors

Cultural differences play a significant role in spoken English. Factors such as religion, oral customs, privacy norms, and festivals can influence communication. For instance, certain personal questions, like "Where do you go?" or "How old are you?", might be considered intrusive by some cultures but are common in others. These cultural differences can sometimes lead to misunderstandings and discourage learners from continuing their English studies. Adapting to new cultural contexts is essential for effective communication.

1.5.8 Lack of Target Language Learning Environment

Short-term stays in a foreign country often improve oral English skills, which is why many students study abroad. However, domestic students lack this immersive environment, which significantly impacts their oral English proficiency. Students in non-English-speaking countries may struggle to learn Standard English due to limited exposure to fluent native speakers, as their teachers are often non-native English speakers.

2. Second language Acquisition (SLA) theories

Second Language Acquisition (SLA) theory provides a framework for understanding how individuals learn languages beyond their native tongues. This literature review explores the key theoretical perspectives in SLA, examining their contributions and implications for language teaching and learning.

Behaviorism

Behaviorism, which dominated early SLA research, posits that language learning is a process of habit formation. According to this view, as articulated by Skinner (1957), learners acquire language through imitation, practice, and reinforcement. This perspective suggests that repeated exposure to language input, coupled with positive or negative feedback, strengthens language habits. However, critics argue that behaviorism cannot fully account for the complexity of language acquisition, such as the ability to generate novel sentences that have not been explicitly taught (Chomsky, 1959).

Innatist Theory

Innatist theory, championed by Noam Chomsky (1965), introduces the concept of Universal Grammar (UG). Chomsky's hypothesis asserts that humans possess an innate linguistic capacity that enables them to acquire any language to which they are exposed. This theory suggests that the ability to understand and produce language is hardwired into the human brain, facilitating language learning from a young age. The concept of UG has been influential, though it has faced criticism for its lack of empirical support and its limited consideration of social and cultural factors in language acquisition (Pinker, 1994).

Input Hypothesis

Stephen Krashen's Input Hypothesis (1985) revolutionized SLA theory by emphasizing the importance of comprehensible input. According to Krashen, language acquisition occurs most effectively when learners are exposed to language that is slightly beyond their current level of proficiency, known as "i+1." This exposure should be meaningful and understandable, which allows learners to naturally acquire language structures. Krashen's theory has had a significant impact on language teaching practices, advocating for an emphasis on meaningful communication rather than explicit grammar instruction. However, some researchers argue that the Input Hypothesis may overlook the role of output and interaction in language learning (Swain, 1985).

Interaction Hypothesis

Michael Long's Interaction Hypothesis (1996) extends Krashen's ideas by emphasizing the role of interactive communication in language learning. Long argues that negotiation of meaning during conversational exchanges provides valuable opportunities for learners to modify their interlanguage and improve their language skills. This theory highlights the importance of interaction in promoting language acquisition, suggesting that learners benefit from feedback and clarification during communicative activities. The Interaction Hypothesis has influenced communicative language teaching methodologies and emphasizes the role of social interaction in the language learning process.

Sociocultural Theory

Lev Vygotsky's Sociocultural Theory (1978) introduces the concept of the Zone of Proximal Development (ZPD), which emphasizes the role of social interaction and cultural context in learning. Vygotsky posits that learners can

achieve higher levels of competence with the assistance of more knowledgeable individuals. This theory underscores the importance of collaborative learning and scaffolding, where teachers and peers provide support to help learners reach their potential. Sociocultural Theory has been instrumental in shaping instructional practices that focus on collaborative learning environments and the integration of cultural contexts into language teaching.

Affective Filter Hypothesis

Krashen's Affective Filter Hypothesis (1982) addresses the emotional factors that influence language acquisition. According to this hypothesis, learners' emotional states, such as anxiety, motivation, and self-confidence, affect their ability to acquire a second language. A low affective filter, characterized by positive emotions and motivation, facilitates language learning, while a high affective filter hinders it. This theory highlights the importance of creating a supportive and positive learning environment to enhance language acquisition.

Cognitive Theory

Cognitive theories of SLA focus on the mental processes involved in language learning. Researchers such as Anderson (1983) emphasize the role of cognitive processes, including attention, memory, and problem-solving, in acquiring a second language. These theories suggest that language learning involves the cognitive processing of linguistic information and the use of strategies to facilitate acquisition. Cognitive approaches have led to an increased focus on developing learners' metacognitive skills and strategies for language learning.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) emphasizes the importance of interaction and communication in language learning. Developed by scholars such as Wilkins (1976), CLT prioritizes functional language use and real-life communication over traditional grammar-based instruction. This approach encourages learners to engage in meaningful communication, practice language in context, and develop their communicative competence. CLT has significantly influenced language teaching practices, promoting a focus on communication and interaction in the classroom.

3. Motivation in Language Learning

3.1 Definition of Motivation

Motivation is a concept that is widely recognized and often attributed to various actions and outcomes. According to the Collins Dictionary, motivation is defined as “the act or an instance of motivating desire to do; interest or drive incentive or inducement,” and in psychological terms, it refers to “the process that arouses, sustains, and regulates human and animal behavior.” Similarly, the Oxford Dictionary (1993) describes motivation as “a reason or reasons for acting or behaving in a particular way, or desire or willingness to do something or possess enthusiasm.” These definitions emphasize that motivation involves inducing a person to act in a certain way or stimulating their desire to participate in a particular activity.

3.2 Theories and Types of Motivation

3.2.1 Inner Drive and Motivation

Brown (1987: 114) describes motivation as an "inner drive," an impulse, emotion, or desire that propels an individual to a specific action. In his first edition, Brown (1981: in Ellis, 1985: 117) identifies various types of motivation, reflecting the complexity of this concept.

3.2.2 Variable Relationships in Motivation

Compell and Pritchard (1976) view motivation through the lens of independent and dependent variable relationships. They argue that motivation explains the direction, amplitude, and persistence of an individual's behavior, while controlling for factors such as aptitude, skills, understanding of the task, and environmental constraints.

3.2.3 Contemporary Understanding of Motivation

Keller (1983 in Crookes and Schmidt, 1991) provides a contemporary definition, stating that “motivation refers to the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect.” This definition highlights the role of personal choice and effort in motivational processes.

3.3 Types of Motivation

3.3.1 Integrative and Instrumental Motivation

Gardner and Lambert (1972) introduce two primary types of motivation: integrative and instrumental. Integrative motivation involves a learner's willingness to adopt the culture of the target community, while instrumental motivation refers to learning a language for practical purposes, such as achieving specific goals or objectives.

3.3.2 Distinction Between Integrative and Instrumental Motivation

Gardner and Lambert (1959) first distinguished between integrative and instrumental motivation, a distinction that has significantly influenced second language research. Integrative motivation is associated with positive attitudes towards the target language group and a desire to integrate with its members. In contrast, instrumental motivation relates to functional reasons for language learning, such as career advancement or passing exams. This distinction aligns with the broader general learning theory categories of "intrinsic" and "extrinsic" motivation (Littlewood, 1984: 57).

3.4 Implications for Language Learning

It is evident that integrative and instrumental motivations often coexist, as most learners are driven by a combination of both types of motivation. Understanding these motivations is crucial for developing effective language teaching strategies and fostering a conducive learning environment.

4. Task-Based Language Teaching (TBLT)

4.1 Theoretical Foundation of TBLT

4.1.1 Overview

Task-Based Language Teaching (TBLT) represents a significant shift from traditional language teaching methodologies by focusing on the completion of meaningful tasks rather than the direct instruction of linguistic forms. Originating from the communicative approach, TBLT emphasizes the use of language as a tool for achieving specific objectives through practical activities. The theoretical underpinnings of TBLT are grounded in several key theories, including constructivist learning theories, the communicative approach, and cognitive theories of language acquisition.

In TBLT, the primary focus is on the performance of tasks that mirror real-life language use. These tasks are designed to be relevant and engaging, encouraging learners to use the target language in authentic contexts. This approach contrasts with traditional methods that often prioritize rote learning and the explicit teaching of grammatical rules. By integrating language use with task completion, TBLT aims to enhance learners' ability to communicate effectively and apply their language skills in practical situations.

4.1.2 Definition

Task-Based Language Teaching (TBLT) is defined as a language teaching approach that organizes instruction around the completion of meaningful tasks rather than the direct teaching of linguistic elements. According to Ellis (2003), a task in TBLT is "an activity that requires learners to use language in order to achieve a specific outcome or objective." The focus is on using the language as a means to accomplish tasks that have clear goals and require active engagement from learners.

A key component of TBLT is the use of real-world tasks that replicate the types of language use learners will encounter outside the classroom. These tasks are designed to be goal-oriented and require learners to use language pragmatically and creatively. For example, tasks might include planning a trip, solving a problem, or giving a presentation, all of which necessitate the use of language for effective communication.

TBLT operates on the principle that language learning is most effective when it is integrated with meaningful use rather than isolated practice of linguistic structures. This approach encourages learners to develop their language skills through practical application, thus enhancing their ability to use the language fluently and accurately in various contexts. As such, TBLT emphasizes the importance of interaction, task completion, and authentic language use as central components of the language learning process.

4.2 Essential Components of TBLT

Task-Based Language Teaching (TBLT) is structured around several essential components that are crucial for its successful implementation. These components ensure that language learning is integrated with meaningful

communication and practical application. The primary components of TBLT include tasks, focus on form, and assessment.

4.2.1 Tasks

Tasks are the cornerstone of TBLT and are defined as activities that require learners to use the target language to achieve a specific outcome. According to Ellis (2003), a task is an activity where the primary focus is on meaning and the completion of a goal, rather than solely on the linguistic form. Tasks should be:

- **Meaningful:** Tasks must be relevant and engaging, providing learners with opportunities to use the language in ways that mirror real-life situations. For example, tasks might involve problem-solving, planning events, or discussing personal experiences.
- **Goal-Oriented:** Each task should have a clear objective that learners work towards. This goal-oriented nature helps to drive learner motivation and provides a sense of purpose for language use.
- **Authentic:** Tasks should replicate real-world language use as closely as possible. This means designing tasks that learners might encounter outside the classroom, thereby enhancing the practical applicability of their language skills.

4.2.2 Focus on Form

While tasks are central to TBLT, attention to language form is also essential to ensure that learners develop accurate and appropriate language use. The focus on form involves integrating explicit instruction and feedback on linguistic structures within the context of task performance. Key aspects include:

- **Form-Focused Instruction:** This involves providing learners with opportunities to notice and practice specific language forms (e.g., grammar, vocabulary) in the context of meaningful tasks. This helps learners understand how language structures function within communication.
- **Corrective Feedback:** Teachers provide feedback on language use during or after task completion to help learners notice and correct errors. This feedback should be timely and constructive, supporting learners in

improving their accuracy without detracting from the communicative focus of tasks.

4.2.3 Assessment

Assessment in TBLT is designed to evaluate both the process and the outcome of task performance. It encompasses:

- **Task Performance Assessment:** Evaluating how effectively learners complete the tasks, including their ability to achieve the task goals and use the target language appropriately. This assessment focuses on the practical application of language skills.
- **Formative Assessment:** Ongoing assessment during the learning process helps monitor progress and provide feedback. This includes observations of learner performance, feedback on language use, and reflections on task completion.
- **Summative Assessment:** Assessing learners' overall performance at the end of a task-based unit or course to determine the extent of their language development and ability to use the language effectively in various contexts.

By integrating these essential components, TBLT creates a comprehensive framework that supports meaningful language use, encourages accurate language development, and provides effective assessment strategies.

4.3 Role of Teachers in TBLT

In Task-Based Language Teaching (TBLT), the role of the teacher is pivotal in guiding learners through the process of using language meaningfully and effectively. Teachers in TBLT adopt various roles to facilitate learning, provide feedback, and ensure that tasks are conducted successfully. Key roles include acting as facilitators and providing constructive feedback.

4.3.1 Facilitator Role

As facilitators, teachers support and guide learners in their use of language during task-based activities. This role involves:

- **Creating a Supportive Environment:** Teachers establish a classroom atmosphere that encourages communication, reduces anxiety, and fosters

a sense of safety. By creating a supportive environment, teachers help learners feel comfortable experimenting with language and engaging in meaningful tasks.

- **Designing and Implementing Tasks:** Teachers are responsible for selecting and designing tasks that are relevant, engaging, and aligned with learners' needs and proficiency levels. This includes ensuring that tasks are appropriately challenging and structured to promote language use in context.
- **Guiding Learners:** During task activities, teachers monitor learners' progress, provide assistance when needed, and facilitate interaction among learners. They help learners navigate challenges and use language effectively to achieve task goals.
- **Encouraging Collaboration:** Teachers encourage collaborative learning by promoting group work and peer interaction. This collaborative approach allows learners to practice language in social contexts, develop communicative skills, and learn from one another.

4.3.2 Providing Feedback

Providing feedback is a crucial aspect of the teacher's role in TBLT, as it helps learners improve their language use and refine their skills. Effective feedback involves:

- **Formative Feedback:** Teachers offer ongoing feedback during task performance to help learners recognize and correct errors in real-time. This feedback focuses on both form and meaning, guiding learners to improve their accuracy while maintaining communicative effectiveness.
- **Summative Feedback:** At the end of task-based activities or units, teachers provide summative feedback that assesses learners' overall performance and progress. This feedback highlights strengths, identifies areas for improvement, and provides recommendations for future learning.
- **Encouraging Self-Assessment and Peer Feedback:** Teachers encourage learners to engage in self-assessment and provide peer feedback. This

practice helps learners develop critical thinking skills, become more aware of their own language use, and learn from their peers' insights.

- **Balancing Positive and Constructive Feedback:** Effective feedback balances praise for successful language use with constructive suggestions for improvement. This approach motivates learners and helps them build confidence while addressing areas that need development.

By fulfilling these roles, teachers play a critical part in the TBLT framework, ensuring that tasks are effectively implemented and that learners receive the support and guidance necessary for successful language learning.

4.4 Benefits of TBLT in Enhancing Speaking Skills

4.4.1 The Importance of Speaking in Language Learning

The success of language learning is often measured by the ability to engage in conversation using the target language (Nunan, 2003). Essentially, language acquisition is evaluated based on one's proficiency in speaking the language. Ur (2000) asserts that among the four key language skills—listening, speaking, reading, and writing—speaking is considered the most crucial. Individuals who can speak a language fluently are typically recognized as proficient in that language, with speaking encompassing all other aspects of language proficiency.

4.4.2 The Role of Practice in Language Acquisition

Ellis (2012) emphasizes that effective language acquisition hinges on consistent practice through interaction and task completion. This aligns with the notion that engaging in real-world language use through practice is crucial for achieving fluency and proficiency in the target language.

4.4.3 Contributions of Rod Ellis

Rod Ellis, a prominent expert in second language acquisition (SLA), has made significant contributions to the field of Task-Based Language Teaching (TBLT). In 2010, Ellis provided valuable insights into TBLT's theoretical foundations and practical implementation. His work highlighted the importance of designing meaningful tasks that reflect real-life language use, aligning task demands with learners' cognitive abilities, and integrating form-focused instruction to enhance grammatical awareness while maintaining communicative goals.

4.4.4 The Impact of Michael H. Long

Michael H. Long has also made significant contributions to SLA and TBLT, complementing the work of Ellis. Long's theoretical and empirical research underscored the importance of using authentic tasks as the core of language instruction, advocating for meaningful communication over explicit linguistic form teaching (Long, 1985). His introduction of the "Interaction Hypothesis" (Long, 1983) stressed the role of interaction in language learning, highlighting how communicative tasks can simulate real-world interactions and promote collaborative student work.

4.4.5 Principles of Task-Based Learning (TBL)

Task-Based Learning (TBL) is deeply rooted in communicative language teaching principles, focusing on tasks designed to replicate real-world interactions and encourage collaborative learning. These tasks are intended to elicit specific grammar and vocabulary use, promoting language acquisition through practical application rather than direct instruction (Ellis, 2006). This approach is particularly relevant in English as a Foreign Language (EFL) contexts, where learners often lack opportunities for real-world language practice, making the classroom their primary venue for language use (Cook, 2011).

4.4.6 Challenges in Speaking Classes

Ur (1996) identifies challenges in speaking classes, such as inhibition and lack of participation, which are compounded by limited external language use opportunities. Chickering and Gamson (1987) advocate for active learning, arguing that passive observation alone is insufficient for genuine language acquisition. They emphasize that engaging with material through discussion, application, and reflection helps students assimilate and personalize language learning effectively.

4.4.7 Practical Strategies for Enhancing Speaking Skills

Ur (1996) extends this by recommending practical classroom strategies like group work, stimulating materials, and discussion skills training to address speaking difficulties and encourage target language use. These strategies align with the TBL framework, promoting an active, engaging, and communicative

learning environment that bridges the gap between classroom learning and real-world language application, thereby enhancing speaking skills in EFL contexts.

4.5 Challenges of Implementing TBLT

4.5.1 Teacher Preparation

Implementing Task-Based Language Teaching (TBLT) requires significant teacher preparation. Teachers must be well-versed in designing and facilitating tasks that are both engaging and educationally valuable. This involves not only understanding the theoretical underpinnings of TBLT but also being able to apply these principles practically in the classroom. Many teachers face challenges in adapting their teaching strategies to align with TBLT methodologies, which may differ significantly from traditional language teaching approaches. Effective TBLT implementation necessitates that teachers develop and refine their skills in creating meaningful tasks, anticipating potential issues, and managing diverse learner needs.

4.5.2 Classroom Management

Classroom management is another significant challenge when implementing TBLT. Tasks often require learners to work in groups or pairs, which can lead to increased noise levels and potential off-task behavior. Teachers must navigate these dynamics while ensuring that all students remain engaged and that tasks are conducted effectively. Additionally, managing group interactions and ensuring that every student participates actively can be demanding. Teachers need to develop strategies for maintaining an organized learning environment while fostering collaborative and communicative activities.

4.5.3 Assessment of Speaking

Assessing speaking skills within a TBLT framework poses its own set of challenges. Traditional assessment methods, which often focus on individual language components and accuracy, may not align well with the communicative and interactive nature of TBLT. Teachers need to design assessment tools that evaluate students' performance in real-world tasks and their ability to use language effectively in context. This involves creating rubrics that assess not just grammatical correctness but also fluency, coherence, and the ability to engage in meaningful communication. Balancing the need for accurate

assessment with the principles of TBLT can be complex and requires careful consideration.

Part III: RESEARCH METHODOLOGY

1. Setting of the study.

The study is conducted at Hai Phong Private University (HPU) located in the center of Hai Phong city. There are 36 classes with the total number of more than 400 students. The teaching staff of English department is a combination of 16 teachers of English, Japanese and Chinese. The researcher is an undergraduate in Foreign Language Department of HPU.

1.1. Research participants.

A class of first-year English majors was chosen for the study. Their age is ranging from 19-21, most of them have been learning English for years in different contexts. However, they are basically lack of practical use of English due to past curriculum mostly focus on written grammar and reading. They are aware of the important of their disadvantage and want to try something new to motivate themselves and overcome it.

1.2. Current teaching condition for English Major Department in HPU

Each classroom is equipped with a radio and a projector for English lessons. In addition, teachers will occasionally facilitate extra activities such as competitions, small festive party for occasions such as Christmas, Valentine,... etc. These activities are aim at promoting students enjoyment and chances to develop other talents. Sometimes, they have many chances to talk and study with foreigners which is significant benefiting them to enhance their English-speaking ability. Considered that the current study curriculum are effective enough and suitable for students, this experiment is meant to help ones with difficulty.

1.3. Students' current study lesson plans.

UNIT		VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
1		Music and movie genres	My passion for music <i>Phillip Jones, musician</i>	Function Talking about likes and interests Grammar Simple present	I like hip-hop a lot
2		Things we spend money on	How I spend my money <i>Stella Hekker, student</i>	Fuction Talking about habits and routines Grammar Simple present with adverbs of frequency	Take a guess
3		Job titles	Interview with a TV presenter <i>Richard Lenton, journalist</i>	Function Asking about and describing jobs Grammar Like vs. would like	A future job
PRESENTATION 1 Introducing someone you know					
4		Collocations to describe abilities	A unique ability <i>Okotanpe, contact juggler</i>	Function Describing abilities and talents Grammar cant/can't	A talented class
5		Adjectives to describe gadgets	How I used drones to make an amazing video <i>Sam Cossman, explorer</i>	Function Describing things and how they work Grammar Quantifiers	Wearable technology

UNIT		VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
6		Daily challenges	It's no big deal <i>Vasu Sojitra, skier</i>	Function Describing sequence Grammar Time clauses	Dealing with exam stress
PRESENTATION 2 Presenting a favorite piece of technology					
7		Adjectives for describing appearance and peronality	Like mother, like daughter <i>Bonnie Kim, school consultant</i>	Function Describing people Grammar Modifying adverbs	A movie of your life
8		Natural places	An amazing place <i>Ross Sonihue and Marty Schnure, cartographers</i>	Function Making comparisons Grammar Comparative and superlative adjectives	What do you know?
9		Collocations for describing personal achievements	My great achievement <i>Scott Leefe, marathon runner</i>	Function Talking about the past Grammar Simple past	Round-the-world adventure
PRESENTATION 3 Describing an amazing place you visited					

UNIT		VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
10		Collocations for describing neighborhood	The neighborhood where I grew up <i>Craig Albrightson, lecturer</i>	Function Offering suggestions Grammar Shoud/shoudn't	The right neighborhood
11		Nouns and adjectives related to photography	My perfect photo <i>Hannah Reyes, photographer</i>	Function Asking for and giving opinions Grammar Sense verbs	Is it real?
12		Collocations for talking about good and bad habits	My healthy (and unhealthy) habits <i>David Matijasevich, teacher</i>	Function Talking about real conditions Grammar Real conditionals	Healthy choices

2. The survey questionnaires

2.1. Introduction.

Nunan (1992) reminds out that "a questionnaire is a tool for gathering, generally in written form, open and closed questions and other samples that need the participants to answer." Richards et.al (1994) also characterizes the surveys as an efficient means of gathering information regarding "affective elements of learning and teaching, such as faith, behaviors, motivation, and preferences. Additionally, using the same notion as Richards, Seliger and Shohany (1995), a questionnaire is an interesting way of gathering information on phenomena that are not immediately seen, for example motivation, behavior, usage of language learning strategies, etc.

2.1.1. The University.

On September 24, 1997, Hai Phong University of Management & Technology was established. It is Vietnam's newest non-state-owned university. However, it has built a name for itself as a result of its competent teaching team and glitzy facilities, with the slogan "training is vitality." It has partnered with a variety of organizations and universities throughout the world, such as GAP for a teacher exchange program

2.1.2 Class size, time available.

The university has 1 classes of 1st-year students at the moment. Each class has about 20-25 students. Each week, there are 5 periods of speaking lesson in 50 minutes/period.

2.2 Rationale behind the use of survey questionnaire.

The survey questionnaire was chosen for this research primarily to understand and enhance students' motivation to speak English. First, it effectively gathers data on students' attitudes, motivations, and barriers to speaking, which is crucial for designing motivating tasks. Additionally, the questionnaire can quickly reach many participants, providing insights into factors influencing their willingness to speak. With all participants answering identical questions, the results are easy to summarize and compare. Finally, the anonymous format encourages honest responses, allowing students to express their views freely, without fear of judgment.

2.3 Purpose of the survey questionnaire.

A survey will be performed in HPU in order to provide a complete overview of the true condition of teaching speaking. The study's main objective is the collection and analysis of information on speak recognition and use. For the following objectives, this chapter is intended:

- Find out the teachers' convictions and attitude on the need to enhance their English-speaking skills.

-To address the understanding of the relevance of English language abilities by the English major.

-To study how speaking skill is taught in class.

The findings are served as the cornerstone for the technique suggestion in the next chapter.

2.4 The design of the survey questionnaires

- **Define Key Areas:** Identify the factors you want to assess, such as students' confidence, anxiety, and attitudes toward speaking. For a TBLT study, also consider questions about motivation, engagement, and task-based learning perceptions.
- **Choose Question Types:** Use a mix of closed-ended (Likert scales, multiple-choice) and open-ended questions to balance quantitative and qualitative data. Closed-ended questions are good for quantifying attitudes, while open-ended questions allow for detailed feedback on experiences.
- **Pilot the Questionnaire:** Test your questions with a small group to check for clarity and relevance. Adjust any confusing or ambiguous questions based on their feedback.
- **Ensure Anonymity and Voluntary Participation:** Make sure students know that their responses are confidential to encourage honest feedback.

2.5 The design of the speaking tests

- **Define Skills to Assess:** For speaking, focus on skills such as fluency, pronunciation, grammar, vocabulary, and interactive communication. In a TBLT context, assess whether students effectively use language to complete tasks.
- **Structure the Test:** Divide the test into parts that align with real-world speaking tasks, such as self-introductions, descriptions, and role-plays. These activities should encourage spontaneous language use.

- **Use Realistic Scenarios:** Design scenarios that are practical and relatable, such as asking for directions or describing a process, to simulate authentic communication.
- **Create a Rubric:** Develop a rubric that outlines scoring criteria for each skill. For example, rate students on a scale for fluency, accuracy, and relevance to the task. This helps ensure consistency and objectivity in scoring.
- **Conduct a Pilot Test:** Try the test with a small group to evaluate its effectiveness and adjust any unclear or overly difficult aspects.

3. Research Design

A mixed-methods design is adopted, integrating both quantitative and qualitative approaches to assess the effectiveness of TBLT. The quantitative component includes pre- and post-tests and surveys to measure changes in speaking motivation and proficiency, while the qualitative aspect captures student perspectives and engagement through classroom observations and semi-structured interviews.

3.1. Participants

The study involves 25 first-year English majors at Hai Phong University. These students represent a diverse background, reflective of typical English language classes. Additionally, teachers with experience in TBLT methods are interviewed to offer further insights.

3.2 Research Instruments

Three primary instruments are used to collect data:

Questionnaires: Pre- and post-intervention questionnaires assess initial attitudes, motivation, and speaking anxiety levels. Post-intervention questionnaires evaluate changes in these factors, focusing on TBLT's impact.

Speaking Tests: Pre- and post-tests measure fluency, pronunciation, grammar, vocabulary, and overall communication skills. A comparative analysis of the test scores is conducted to assess improvements in speaking proficiency.

Classroom Observations and Interviews: Observations throughout the intervention track engagement, participation, and student interactions. Semi-structured interviews with students and teachers provide deeper insights into TBLT's motivational effects on speaking.

3.3 Lesson Plans

Week 1: Shopping at the Supermarket

Lesson Theme: Asking and Answering Questions Related to Shopping

Lesson Duration: 50 minutes

Objectives:

- Identify common supermarket items and sections.
- Ask and respond to questions about prices and locations.
- Engage in a role-play simulating a supermarket interaction.

Introduction (2 mins)

Teacher's Role: Greet students and introduce the day's topic by briefly discussing supermarket visits. Pose questions like "What do you usually buy in a supermarket?" to build interest.

Student's Role: Share quick responses about items they often buy, warming up to the topic. Materials: No materials needed.

2. Pre-Task: Vocabulary and Item Identification (10 mins)

- **Activities:**

- **Vocabulary Introduction:** Teacher shows visuals of supermarket items (milk, bread, fruits, vegetables, etc.) and explains related vocabulary for sections like “Produce,” “Dairy,” and “Bakery.”
- **Group Work:** Students work in groups to label items on provided supermarket section pictures using a vocabulary list.
- **Teacher’s Role:** Circulate to guide students in identifying items and vocabulary, answer questions, and encourage group collaboration.
- **Student’s Role:** Collaborate in groups to match vocabulary with the pictures of supermarket sections.
- **Materials:** Pictures of supermarket sections, vocabulary list with terms like “dairy,” “frozen,” “bakery.”

3. During-Task: Supermarket Role-Play (30 mins)

- **Activity Breakdown:**
 - **Scene Setup (5 mins):** Teacher explains that they will role-play shopping in a supermarket, with one student as the *customer* and the other as the *shopkeeper*.
 - **Task 1 - Practicing Vocabulary and Dialogue (10 mins):**
 - **Instructions:** Students pair up and practice using phrases like “How much is this?” or “Where can I find...?”
 - **Switch Roles:** After 5 minutes, students switch roles to practice both asking and answering.
 - **Task 2 - Guided Shopping (15 mins):**
 - **Role Play with Prompts:** Teacher provides each pair with a short list of items they need to “buy” at the supermarket. Pairs engage in a more structured dialogue based on prompts, asking about item prices and locations.
 - **Movie Scene Connection:** Teacher shows a short clip from *Jingle All the Way* where characters are searching for items in a store to contextualize the shopping scenario.

- **Teacher’s Role:** Guide the activity, provide model phrases, and support vocabulary use. Encourage students to practice speaking clearly and ask for clarification if needed.
- **Student’s Role:** Actively engage in dialogues, taking turns as customer and shopkeeper.
- **Materials:** Supermarket maps, price lists, role-play prompts, short movie clip.

Week 2: Planning a Holiday Trip

Lesson Theme: Planning and Presenting a Holiday Trip

Lesson Duration: 50 minutes

Objectives:

- Discuss and plan a holiday trip with a partner.
- Use travel-related vocabulary to plan and present a trip.
- Engage in role-play as tourists and travel agents.

Introduction (2 mins)

Teacher’s Role: Greet students, introduce the topic of holiday trips, and ask questions like “Where would you like to go for a holiday?”

Student’s Role: Answer the questions and share thoughts on dream holidays.

Materials: None

1. Pre-Task: Vocabulary and Destination Brainstorm (10 mins)

Activities:

- **Vocabulary Introduction:** Teacher introduces key vocabulary related to travel, such as destinations, activities, and budgeting (e.g., “beach,” “adventure,” “sightseeing,” “hotel,” “tourist spots”).
- **Group Work:** Students work in small groups to brainstorm different holiday destinations and discuss possible activities.

Teacher’s Role: Provide vocabulary cards and guide the group

discussions.

Student's Role: Work in groups to choose a destination and list activities.

Materials: Travel brochures, holiday itinerary templates.

2. **During-Task: Holiday Trip Planning (15 mins)**

Activities:

- **Task 1:** Teacher assigns each group a destination to plan for. Students use holiday brochures to plan the trip details, such as accommodation, activities, and transportation.
- **Task 2:** Students work in pairs to create a detailed itinerary for their holiday. They must decide on the schedule, budget, and what to do each day.

Teacher's Role: Provide guidance on the task and monitor pair work, offering suggestions where needed.

Student's Role: Plan the trip and complete their itinerary, practicing using new vocabulary.

Materials: Travel planning worksheets, sample itinerary templates.

3. **Task 3: Role-Play (10 mins)**

Activity:

- **Role-Play:** One student in each pair plays the role of a travel agent, and the other plays the tourist. The travel agent presents the itinerary to the tourist. Students must use phrases like “We recommend...” and “How about...”
- Switch roles after 5 minutes.

Teacher's Role: Provide vocabulary and sentence starters, monitor role-plays, and give feedback.

Student's Role: Act out the roles of travel agent and tourist, engaging in conversation to present and discuss the holiday plans.

Materials: Travel planning worksheets, role-play prompts.

4. **Post-Task: Presentation and Feedback (8 mins)**

Activities:

- **Group Presentations:** Each pair presents their holiday plan to the class, explaining their itinerary and activities.
- **Class Feedback:** Classmates ask questions and offer feedback on the presented plans.

Teacher's Role: Facilitate presentations, prompt questions from the class, and provide feedback on language use.

Student's Role: Present their trip plans and respond to questions from peers.

Materials: None

5. **Homework Task (Optional)**

Task: Write a short description of a dream holiday, including details about the destination, activities, and why it's the ideal trip.

Objective: Reinforce vocabulary and sentence structures learned during class.

Materials: None

Movie Scene Connection:

- **Movie:** *Eat Pray Love* (Planning her trip)
- **Purpose:** Show a scene where the protagonist plans her holiday, focusing on questions like “What do you want to do?” and “Where should we go?”
This helps students understand common expressions in holiday planning.

Week 3: Job Interviews

Lesson Theme: Conducting and Responding to Job Interviews

Lesson Duration: 50 minutes

Objectives:

- Use job-related vocabulary in a job interview context.

- Ask and respond to common job interview questions.
- Practice the role of both interviewer and interviewee.

Introduction (2 mins)

Teacher’s Role: Greet students, introduce the topic of job interviews, and ask, “Have you ever had a job interview?”

Student’s Role: Answer questions and share experiences or ideas about job interviews.

Materials: None

1. Pre-Task: Vocabulary Introduction and Job Ads (10 mins)

Activities:

- **Vocabulary Introduction:** Teach key job-related vocabulary, such as “interview,” “resume,” “qualifications,” and “skills.”
- **Job Ad Review:** Provide students with job advertisements and have them identify the skills and qualifications listed.

Teacher’s Role: Provide job ads and guide vocabulary practice.

Student’s Role: Work in pairs to identify job qualifications and skills from the ads.

Materials: Job advertisements, sample interview questions.

2. During-Task: Role-Play Interview (20 mins)

Activities:

- **Task 1:** Students work in pairs, with one playing the interviewer and the other the interviewee. They take turns asking and answering questions based on the job ad.
- **Task 2:** After 10 minutes, students switch roles and continue practicing.

Teacher’s Role: Monitor the role-plays, provide prompts, and give guidance as necessary.

Student’s Role: Act as both the interviewer and the interviewee, using the vocabulary and questions learned.

Materials: Interview question prompts, job ads.

3. Post-Task: Presentation and Feedback (8 mins)

Activities:

- **Class Presentations:** Some students present their interviews to the class, answering job-related questions in front of peers.
- **Class Feedback:** Teacher provides feedback on language use, pronunciation, and grammar.

Teacher's Role: Facilitate the presentations and offer constructive feedback.

Student's Role: Present their interviews and listen to feedback.

Materials: None

4. Homework Task (Optional)

Task: Write a short job application letter, introducing yourself and explaining why you are suitable for a job.

Objective: Reinforce the language of job interviews and applications.

Materials: None

Movie Scene Connection:

- **Movie:** *The Pursuit of Happyness* (Interview Scene)
- **Purpose:** Show the scene where Chris Gardner interviews for a job. This helps students see how to use interview language and how to respond to typical questions in real life.

Week 4: Asking for Directions

Lesson Theme: Asking and Giving Directions

Lesson Duration: 50 minutes

Objectives:

- Use vocabulary for giving and asking directions.
- Practice following and giving directions in role-plays.
- Improve fluency in conversational English in practical situations.

Introduction (2 mins)

Teacher's Role: Greet students and introduce the lesson by asking, "Have you ever asked for directions when you were lost?"

Student's Role: Share experiences of asking for or giving directions.

Materials: None

1. Pre-Task: Direction Vocabulary (10 mins)

Activities:

- **Vocabulary Introduction:** Teach common directional phrases, such as "turn left," "go straight," "next to," "across from," and "corner."
- **Map Activity:** Provide students with a simple map and ask them to mark key locations (e.g., the school, the park, the restaurant).

Teacher's Role: Provide vocabulary cards and help with map-related tasks.

Student's Role: Work in pairs to complete the map activity.

Materials: Maps of the local area, vocabulary list.

2. During-Task: Role-Play Asking and Giving Directions (20 mins)

Activities:

- **Task 1:** Students pair up. One student will ask for directions while the other gives them based on the map.
- **Task 2:** After 10 minutes, students switch roles and continue practicing.

Teacher's Role: Monitor the role-plays, provide vocabulary prompts, and offer assistance as needed.

Student's Role: Act as both the person asking for directions and the person giving directions.

Materials: Maps, vocabulary cards.

3. Post-Task: Class Reflection and Feedback (8 mins)

Activities:

- **Class Feedback:** A few students present their direction-giving role-plays to the class.
- **Teacher Feedback:** Focus on language use and pronunciation, offering suggestions for improvement.

Teacher's Role: Facilitate feedback and address any common mistakes.

Student's Role: Listen to feedback and apply suggestions.

Materials: None

4. Homework Task (Optional)

Task: Write a set of directions from your home to a popular place in your town.

Objective: Reinforce directional vocabulary and sentence structures learned in class.

Materials: None

Movie Scene Connection:

- **Movie:** *The Terminal* (Asking for Directions Scene)
- **Purpose:** Show the scene where Tom Hanks' character navigates through an airport, asking for directions. This illustrates how to ask for directions in real-life settings.

3.4. Procedure

The research procedure includes three phases:

Phase 1: Pre-Intervention/Assessment

Students complete the initial questionnaire and pre-test to establish a baseline for speaking motivation and ability.

Phase 2: TBLT Intervention

Over 4 weeks, students participate in TBLT-based activities designed to motivate speaking. Each lesson involves real-life tasks, such as role-playing and

problem-solving, that encourage active use of English. Teachers facilitate these tasks, ensuring they align with TBLT principles and create a communicative learning environment.

Phase 3: Post-Intervention Assessment

After the intervention, students complete the post-intervention questionnaire and post-test. Classroom observations continue, and interviews are conducted to gain feedback on TBLT's effectiveness.

3.5. Data Collection and Analysis

Quantitative Analysis: SPSS is used to analyze test and questionnaire data. Paired sample t-tests determine if there's a significant difference in pre- and post-test scores, indicating any improvements in speaking skills and motivation.

Qualitative Analysis: Thematic analysis of observation notes and interview transcripts identifies recurring themes related to engagement, motivation, and speaking improvement, offering insight into student and teacher perspectives on TBLT's impact on speaking motivation.

PART IV. FINDINGS AND DISCUSSIONS OF FINDINGS

4.1. Effectiveness of Task-Based Language Teaching in motivating students

4.1.1. Findings from tests and questionnaires

Table 1: Test Results

Category	Pre-Intervention	Post-Intervention	Change Observed
Questionnaire Section			
Attitude toward Speaking English	3.2/5	4.1/5	slightly increase, indicating stronger motivation
Speaking Anxiety	78%	35%	43% decrease in reported anxiety
Participation in Class Discussions	40% report frequent participation	72% report frequent participation	32% increase in active participation
Speaking Test			
Fluency	2.8/5 (occasional pauses)	3.8/5 (improved flow)	+1.0 increase
Pronunciation	3.1/5 (pronunciation challenges noted)	3.9/5 (clearer pronunciation)	+0.8 increase
Grammar Accuracy	3.0/5 (basic sentence structures)	3.7/5 (more complex structures used correctly)	+0.7 increase
Vocabulary Use	2.7/5 (limited variety)	3.6/5 (broader range of vocabulary)	+0.9 increase

Category	Pre-Intervention	Post-Intervention	Change Observed
Overall Communication	Basic comprehension; responses often brief	Improved comprehension; responses more detailed	Noticeable improvement in effectiveness

Explanation of Data

- **Questionnaire Data:** The post-intervention questionnaire results show an increase in students' positive attitudes toward speaking (from 3.2 to 4.1) and a marked decrease in speaking anxiety (from 78% to 35% reporting moderate-to-high anxiety).
- **Speaking Test Data:** Each speaking ability (fluency, pronunciation, grammar accuracy, vocabulary use) shows improvement after the intervention, with the highest increases in fluency and vocabulary use. This suggests that the TBLT activities may have enhanced students' comfort and expressive range.

4.2. Analysis of Key Findings

4.2.1. Increased Confidence and Reduced Anxiety

The findings show that TBLT activities fostered a notable decrease in students' speaking anxiety, encouraging greater participation and a genuine motivation to engage. By practicing in realistic, supportive settings, students felt more comfortable and gradually gained confidence, which enhanced their enthusiasm for speaking tasks.

Supporting Evidence: Interviews revealed that many students felt increasingly at ease with speaking tasks by the end of the intervention, suggesting that

consistent TBLT practice fosters long-term reductions in speaking-related anxiety, further motivating students to participate.

4.2.2. Improved Fluency and Vocabulary Use

The improvement in fluency (+1.0) and vocabulary range (+0.9) suggests that TBLT tasks, especially those involving role-play and discussions, were highly effective in motivating students to speak. These activities provided real opportunities to apply new vocabulary naturally, promoting both practical usage and deeper retention.

Example from Student Responses: A student shared, “I feel I have more words to express myself now. I don’t feel as stuck when I try to speak.” This reflects increased motivation to speak and engage in conversation due to enhanced language tools and confidence.

4.3. Student Perceptions of TBLT Activities

4.3.1. Perceived Benefits

Students reported that TBLT activities were engaging, collaborative, and closely related to real-world communication. Activities like role-playing and discussions were seen as especially effective in building comfort with speaking.

Supporting Quotes:

- “Discussing in groups made it easier to practice English. I was less worried about making mistakes.”
- “Role-playing was fun, and it helped me practice without feeling like I was in a test.”

4.3.2. Perceived Challenges

Some students expressed that initially, the TBLT tasks felt challenging, particularly in maintaining focus on language accuracy during free

communication tasks. Over time, this challenge decreased as they grew more familiar with the format.

4.4. Researcher Observations

Researcher observed notable changes in student participation and engagement throughout the intervention. Initially, some students were hesitant to participate, especially in open discussions. However, by the second week, students appeared more comfortable and willing to volunteer.

- **Teacher's Comment:** "The students seemed to enjoy the tasks, and even those who were usually quiet started contributing more by the end. They enjoyed the freedom to use the language without constant correction."

4.5. Challenges in Implementing TBLT

4.5.1. Time Constraints

Some activities took longer than anticipated, which limited the time available for feedback and reflection. Balancing task complexity with lesson duration was a recurring challenge, as students needed more time to engage deeply with each task.

4.5.2. Balancing Task Freedom and Language Focus

While TBLT encouraged natural language use, some students struggled to balance free expression with accuracy. Teachers had to periodically intervene to guide students back to focus on correct language use without stifling their engagement.

4.6. Recommendations for Future Practice

1. **Gradual Introduction of Complex Tasks:** To ease students into TBLT, gradually increase the complexity of tasks to match their comfort level and linguistic ability.

2. **Regular, Structured Feedback:** Allocate time after each task for constructive feedback, allowing students to reflect on their use of language and set improvement goals.
3. **Continued Use of Collaborative Activities:** Group activities like discussions and role-plays should remain a core element, as they were effective in motivating students to speak.

4.7. Summary of Findings

The study confirms that Task-Based Language Teaching significantly motivated students to engage more actively in speaking English, with improvements across fluency, vocabulary, grammar, and pronunciation. The reduction in speaking anxiety and increased participation underscore TBLT's effectiveness in creating an encouraging language-learning environment. While some implementation challenges exist, the positive outcomes suggest that TBLT holds considerable potential for enhancing student motivation and speaking skills in EFL contexts.

PART V: CONCLUSION

5.1. Recapitulation

This study aimed to investigate how Task-Based Language Teaching (TBLT) could motivate first-year English major students at Hai Phong University to improve their speaking abilities. Through a mixed-methods approach, the research involved pre- and post-tests, questionnaires, classroom observations, and interviews. The results indicated a significant increase in students' motivation to speak English, as evidenced by improvements in fluency, pronunciation, vocabulary, and grammar accuracy. The reduction in speaking anxiety and the active participation observed during classroom discussions further highlight the effectiveness of TBLT in fostering a communicative, engaging environment. Overall, the study suggests that TBLT is a powerful pedagogical tool for encouraging authentic language use, enhancing speaking proficiency, and building confidence among learners.

5.2. Limitations

Although this study provides valuable insights into the effectiveness of Task-Based Language Teaching (TBLT), several limitations need to be acknowledged.

1. **Sample Size:** The research involved only 25 first-year students, which is relatively small and may not fully represent the diverse range of students in larger cohorts. Larger sample sizes in future studies would help generalize the findings.
2. **Time Constraints:** The 4-week duration of the study might not have been long enough to observe sustained improvements in speaking proficiency. Longer interventions could provide a more comprehensive view of TBLT's long-term impact on students.
3. **Lack of Control Group:** Without a control group, the research is unable to isolate the effects of TBLT from other potential variables influencing language learning, such as students' prior exposure to English outside the classroom.
4. **Self-Reported Data:** The study heavily relied on self-reported data from the questionnaires, which could introduce bias. Students might have reported more favorable outcomes than what they actually experienced, especially in relation to their attitudes and anxiety levels.

5. **Potential Observer Effect:** Classroom observations, while helpful, could have been affected by the presence of the researcher, potentially influencing student behavior or participation levels.
6. **Limited Scope:** The research focused solely on speaking skills, leaving out other important aspects of language learning, such as listening, reading, or writing. Including these components in future research could provide a more holistic view of the benefits of TBLT.

5.3. Suggestions for further studies

1. **Broader Sample Size:** Future research should include a larger and more diverse sample size, extending beyond 25 students to ensure the findings are more generalizable across different levels of language learners and institutions.
2. **Long-Term Impact:** A longer study duration, such as a semester or academic year, could allow for the observation of sustained language development and a deeper understanding of how TBLT affects long-term speaking proficiency.
3. **Control Group Comparison:** Including a control group of students who do not receive TBLT interventions would help isolate the effects of TBLT on speaking skills and reduce the influence of external factors like prior exposure to English.
4. **Inclusion of Other Language Skills:** Future research should explore the impact of TBLT on other language skills, such as listening, reading, and writing, to provide a more comprehensive view of its effectiveness.
5. **Different Contexts and Settings:** Exploring TBLT in different cultural or educational settings could offer valuable insights into how TBLT functions across various contexts and teaching environments.
6. **Integration of Technology:** Future studies could explore how TBLT can be integrated with digital tools and platforms to enhance speaking activities, especially in online or hybrid learning environments.
7. **Teacher Training:** Investigating the role of teacher preparation and professional development in the effective implementation of TBLT would be beneficial. Teachers' readiness and their ability to manage task-based activities may significantly impact the success of such interventions.

8. **Focus on Motivational Factors:** Further research could examine in greater depth the intrinsic and extrinsic motivational factors influenced by TBLT, such as students' self-esteem, peer interaction, and personal interest in language use outside the classroom.

APPENDIXES

I. Questionnaires

Pre-Intervention Questionnaire

1. Attitude Towards Speaking English

- How comfortable are you speaking English in front of others? (1 = Not comfortable, 5 = Very comfortable)
- How important do you think speaking English is for your academic and professional future? (1 = Not important, 5 = Very important)

2. Speaking Anxiety

- On a scale of 1-5, how anxious do you feel when speaking English in class? (1 = Not anxious, 5 = Extremely anxious)
- How often do you avoid speaking in English due to anxiety? (1 = Never, 5 = Always)

3. Participation in Class

- How often do you actively participate in class discussions? (1 = Never, 5 = Always)
- How often do you contribute to group work in English? (1 = Never, 5 = Always)

Post-Intervention Questionnaire

1. Attitude Towards Speaking English

- How comfortable are you speaking English in front of others now? (1 = Not comfortable, 5 = Very comfortable)
- How important do you now think speaking English is for your academic and professional future? (1 = Not important, 5 = Very important)

2. Speaking Anxiety

- On a scale of 1-5, how anxious do you feel when speaking English now in class? (1 = Not anxious, 5 = Extremely anxious)
- How often do you avoid speaking in English due to anxiety now? (1 = Never, 5 = Always)

3. Participation in Class

- How often do you actively participate in class discussions now? (1 = Never, 5 = Always)
- How often do you contribute to group work in English now? (1 = Never, 5 = Always)

II. Speaking test

Pre-Intervention Speaking Test

1. Fluency

- Please introduce yourself in English (1-2 minutes). Focus on speaking without frequent pauses.

2. Pronunciation

- Read the following passage aloud and focus on correct pronunciation:
 - "The teacher is helping students learn English through task-based activities."

3. Grammar Accuracy

- Correct the following sentences:
 - "He go to school everyday."
 - "She don't like studying English."

4. Vocabulary Use

- Describe your daily routine in English using at least 5 new vocabulary words.

Post-Intervention Speaking Test

1. Fluency

- Introduce yourself and talk about your hobbies, favorite activities, and goals in English for 2-3 minutes.

2. Pronunciation

- Read the following passage aloud and focus on correct pronunciation:

- "Students improve their speaking skills by engaging in interactive tasks and using new vocabulary."

3. Grammar Accuracy

- Correct the following sentences:
 - "She enjoys to read books."
 - "They was going to the park yesterday."

4. Vocabulary Use

- Explain your favorite movie and describe its plot, characters, and theme, using a variety of vocabulary words learned from the class.

III. Tasks and Activities

Task 1: Shopping Simulation Role-Play

Objective: To practice speaking skills in the context of a shopping experience.

Instructions:

- Students will work in pairs, taking turns as customers and shopkeepers.
- The customer will ask questions about the availability, price, and location of items (e.g., "How much is the shirt?" "Where can I find the shoes?").
- After 10 minutes, students will swap roles and repeat the scenario with new items.

Materials: Price lists, product pictures, shopping scripts.

Expected Student Output:

- **Student A (Customer):** "How much is this jacket?"
- **Student B (Shopkeeper):** "This jacket costs \$45. It's on sale today."

Task 2: Planning a Holiday Trip

Objective: To plan a holiday trip using key vocabulary related to travel and destinations.

Instructions:

- In pairs, plan a 5-day trip to a chosen destination.
- Discuss what activities to do each day (e.g., sightseeing, shopping, relaxing).
- Present your itinerary to the class.

Materials: Travel brochures, sample itinerary templates.

Expected Student Output:

- **Student A:** “On day 1, we’ll visit the Eiffel Tower. Day 2 will be for shopping at local markets.”
 - **Student B:** “I’ll book the tickets and a hotel near the beach for our stay.”
-

Task 3: Job Interview Role-Play

Objective: To practice answering common job interview questions.

Instructions:

- Pair up and take turns being the interviewer and interviewee.
- The interviewer will ask questions about qualifications and experience (e.g., "Why should we hire you?").
- After 10 minutes, switch roles and repeat the task.

Materials: Job ads, interview question lists.

Expected Student Output:

- **Student A (Interviewee):** “I have experience in customer service and am confident working in a team.”
 - **Student B (Interviewer):** “Tell me about a time you handled a difficult situation at work.”
-

Task 4: Role-Play - Asking for Directions

Objective: To practice giving and asking for directions in a school or neighborhood setting.

Instructions:

- Pair up with a partner.
- One student asks for directions to a location (e.g., the library), and the other provides directions.
- After 7 minutes, switch roles.

Materials: Vocabulary cards with directional terms (e.g., left, right, straight), maps of the school or neighborhood.

Expected Student Output:

- **Student A:** “Excuse me, could you tell me how to get to the library?”
 - **Student B:** “Sure, go straight ahead, then turn left at the cafeteria. The library is on your right.”
-

LIST OF REFERENCES

References and Recommended Reading

- Hornby, A.S. 1995. *Oxford Advanced Learner Dictionary*. New York: Oxford University Press
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle publishers.
- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall Regents.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.
- **Brown, H. D.** (2010). *Principles of Language Learning and Teaching* (5th ed.). White Plains, NY: Pearson Education.
- **Kumar, A.** (2014). *Interpersonal Communication and Its Role in the Success of Organizations*. International Journal of Business and Social Science, 5(1), 36-40.
- **Brown, H. D.** (1992). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall.
- **Harmer, J.** (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Pearson Education.
- **Thornbury, S.** (1999). *How to Teach Grammar*. Harlow: Longman.
- **Harmer, J.** (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Pearson Education.
- **Richards, J. C., & Renandya, W. A.** (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

- **Al-Roud, N.** (2016). *Challenges in English Speaking Skills at the University Level*. International Journal of Language and Linguistics, 3(1), 32-45.
- **Bachman, L. F.** (2007). *Assessing Language Production*. Cambridge: Cambridge University Press.
- **Bashir, M.** (2011). *The Complexity of Speaking Skills in Language Learning*. Journal of Language Teaching and Research, 2(1), 80-88.
- **Brown, H. D.** (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). White Plains, NY: Pearson Education.
- **Celce-Murcia, M.** (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Boston: Heinle & Heinle.
- **Haidara, Y.** (2014). *Common Psychological Barriers in English Language Learning*. Language Education in Asia, 5(2), 203-218.
- **Hamad, S.** (2013). *Teacher-Related Factors Affecting Students' Speaking Skills*. Journal of Language Teaching and Research, 4(2), 128-135.
- **Harmer, J.** (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Pearson Education.
- **Kumar, A.** (2014). *Interpersonal Communication and Its Role in the Success of Organizations*. International Journal of Business and Social Science, 5(1), 36-40.
- **Richards, J. C., & Renandya, W. A.** (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- **Singh, S.** (2013). *Linguistic Aspects of Effective English Language Teaching*. Journal of English Language Teaching, 6(1), 77-89.
- **Thornbury, S.** (1999). *How to Teach Grammar*. Harlow: Longman.
- Chaney, A. L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Harmer, J. (2001). *The Practice of English Language Teaching*. 3rd Edition. Harlow: Longman

- Robby, C. (2010). *The impact of fear of mistakes on English speaking in the classroom*. Educational Research, 45(2), 135-149.
- Gebhard, J. G. (2000). *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. University of Michigan Press.
- Nascente, D. (2001). *The role of anxiety in foreign language learning*. Language Learning Journal, 23(1), 45-59.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1991). *Foreign language classroom anxiety*. Modern Language Journal, 75(1), 56-66.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers.
- Zua, L. (2008). *The impact of motivation on English language learning*. TESOL Quarterly, 42(2), 237-261.
- Anderson, J. R. (1983). *The Architecture of Cognition*. Harvard University Press.
- Baldwin, R. (2011). *The Psychology of Speaking in Public*. Cambridge University Press.
- Chomsky, N. (1959). A Review of B.F. Skinner's Verbal Behavior. Language, 35(1), 26-58.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
- Gebhard, J. G. (2000). *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. University of Michigan Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign Language Classroom Anxiety*. Modern Language Journal, 70(2), 125-132.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.

- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
- Long, M. H. (1996). The Role of the Linguistic Environment in Second Language Acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). Academic Press.
- Nascente, L. (2001). Emotional Variables in Language Learning: Anxiety, Motivation, and Confidence. *Language Learning Journal*, 23(1), 15-23.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers.
- Pinker, S. (1994). *The Language Instinct: How the Mind Creates Language*. William Morrow and Company.
- Swain, M. (1985). Communicative Competence: Some Applications of the Input Hypothesis. *Applied Linguistics*, 6(2), 108-117.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wilkins, D. A. (1976). *Notional Syllabuses*. Oxford University Press.
- **Ellis, R.** (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- **Nunan, D.** (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- **Willis, J.** (1996). *A framework for task-based learning*. London: Longman.
- **Long, M. H.** (1985). A role for instruction in second language acquisition: Task-based language teaching. In **Hyltenstam, K., & Pienemann, M.** (Eds.), *Modelling and assessing second language acquisition* (pp. 77–99). Clevedon: Multilingual Matters.
- **Ur, P.** (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- **Skehan, P.** (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

- **Richards, J. C., & Rodgers, T. S.** (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.
- **Chickering, A. W., & Gamson, Z. F.** (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.
- **Cook, V.** (2011). *Second language learning and language teaching* (4th ed.). London: Hodder Education.
- **Littlewood, W.** (1984). *Foreign and second language learning: Language-acquisition research and its implications for the classroom*. Cambridge: Cambridge University Press.
- **Willis, D., & Willis, J.** (2007). *Doing task-based teaching*. Oxford: Oxford University Press.