Arab International Postgraduates' perception of
Using Task-Based Language Teaching to enhance their Speaking Abilities

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Abstract

The research investigates the use of task-based language teaching to enhance the speaking competence of Arab international students. It focuses on the teaching methods and practices of an instructor at the language Centre of University Utara Malaysia, highlighting the benefits students experience in improving their speaking abilities. The study underscores the importance of speaking. This paper contributes to the current understanding of English teaching approaches by offering real recommendations for task-based language instruction in secondary EFL contexts to improve speaking ability.The findings, based on qualitative methods such as classroom observations and interviews, reveal that the task-based language teaching approach improves classroom efficiency, increases student engagement, and enhances speaking skills by enabling learners to engage in authentic communicative task.

Keywords:
Task-Based Language Teaching; Speaking abilities; Strengths

تصورات طلاب الدراسات العليا العرب الدوليين لاستخدام تدريس اللغة القائم على المهام في تعزيز مهاراتهم في التحدث

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المستخلص

يبحث هذا البحث في استخدام أسلوب تدريس اللغة القائم على المهام لتعزيز مهارة التحدث لدى الطلاب العرب الدوليين. ويركز على أساليب وممارسات التدريس التي يتبعها أحد المدرسين في مركز اللغات بجامعة أوتارا ماليزيا، مسلطًا الضوء على الفوائد التي يجنيها الطلاب من تحسين مهاراتهم في التحدث. وتؤكد الدراسة على أهمية التحدث. ويساهم هذا البحث في فهم مناهج تدريس اللغة الإنجليزية الحالية من خلال تقديم توصيات عملية لتدريس اللغة القائم على المهام في سياقات تعليم اللغة الإنجليزية كلغة أجنبية في المرحلة الثانوية لتحسين مهارة التحدث. وتكشف النتائج، المستندة إلى أساليب نوعية مثل ملاحظات الفصول الدراسية والمقابلات، أن أسلوب تدريس اللغة القائم على المهام يُحسّن كفاءة الفصل الدراسي، ويزيد من مشاركة الطلاب، ويعزز مهارات التحدث من خلال تمكين المتعلمين من الانخراط في مهمة تواصلية حقيقية.

الكلمات المفتاحية:

تدريس اللغة القائم على المهام، مهارات التحدث باللغة الإنجليزية كلغة أجنبية، نقاط القوة

1.Introduction

English as a lingua franca and its significance in global trade and finance have changed. Thus, EFL learners must enhance their speaking skills to compete globally. Traditional classrooms often lack sufficient speaking experience. New speaking education methods stress interactivity and student-centeredness. For Elsayed and Hassan (2019), delivering genuine speaking experiences, constructive criticism, and methodologies are important to enhance oral communication. Nonetheless, a significant issue in teaching communication and speaking abilities stems from inadequate teaching methods and strategies.

Traditionally, the predominant pedagogical methods employed in University EFL programs are lecture-based and teacher-centred. Consequently, learners encounter challenges in enhancing oral communication and speaking abilities, requiring exposure to real language situations that mimic real-life interactions(Ibid). Students receive authentic speaking experiences, effective feedback, and oral communication skills improvement tools. Students practice real-world communication in TBLT. TBLT can improve students' speaking abilities via interactive and immersive education. TBLT engages students in meaning-focused communication through task performance to improve communication skills (Ellis, 2003).

International students at Universiti Utara Malaysia enrolling in the Intensive English Course seek to attain proficiency in speaking abilities to enhance their interactions during lessons and presentations. These students must achieve English competence to successfully fulfill their assignments and presentations, especially for those engaged in higher studies such as master's or PhD programs. Arab International postgraduates who do not possess the necessary IELTS or TOEFL band score are offered an Intensive English Course at Universiti Utara Malaysia (UUM) to improve their ability in the four language skills of English. Although reading, writing, and listening skills are crucial for academic achievement, students often emphasize speaking abilities to enhance efficient contact with fellow international students and the English-speaking community. This study investigates the strengths and weaknesses of using TBLT to determine its influence on enhancing students' speaking skills, as speaking is an essential competency for effective communication (Alleman et al., 2013, p. 2). Students acquiring English as a second or foreign language frequently need more opportunities for speaking practice beyond the classroom (Zhang, 2009, p. 10).

1.1 Statement of the Problem

Many Arab students lack the capacity to communicate effectively and clearly. They remain incapable of employing the English language in practical situations. While they possess a strong grasp of grammar and can read and comprehend English, they lack the confidence to engage in conversations on everyday subjects. This challenge arises from the inadequate techniques and methodologies employed in teaching English at universities. To improve the speaking proficiency of Arab international learners, the researcher assumes the employed of the Task-Based Language approach (TBLT) as a useful technique to promote speaking skills in an EFL class.

1.2 The Objectives

This study aims:

1- To improve the speaking skills of Arab international students at UUM by implementing TBLT

2.To show the strengths of using TBLT in enhancing oral speaking of Arab international students at UUM

2.Literature Review

Long and Crookes (1992) and Ellis (2009) define TBLT as circumstances where students use language as they would outside the classroom. Students focus "primarily on meaning," transmit "information," use "their linguistic and non-linguistic resources," and use language to achieve communicative goals in class (Ellis, 2009, p. 233). Ellis (2009) states that the TBLT approach encourages learners to apply linguistic forms alongside form-focused techniques. Prabhu's (1987) task model predicts linguistic structure acquisition by osmosis (Knight, 2001). EFL learners must master linguistic forms, especially for academic assessments (Zheng & Borg, 2014). Hence, a TBLT technique that stresses meaning and form can help. Use "recasts" and "prompts" to help students express meanings and improve their language (Guchte et al., 2015).The teacher corrects the learner's speech (Guchte et al., 2015; Lyster & Ranta, 1997). The learner need not pause to select the proper form in this amended input. Recasts are "implicit" language enhancement strategies, according to Guchte et al. (2015). TBLT learners benefit from these corrective feedback methods during meaning-making. Prompts require learners to stop and choose the right form, making them excellent for form-focused, Task-Based Language Teaching. By providing many opportunities and an authentic language environment, TBLT can help students improve their oral fluency. These tools enable students to practice the target language more regularly in school and in public. TBLT can help students gain speaking confidence by promoting a secure, engaging learning process and encouraging collaboration. Students gain confidence in speaking by using the target language creatively and working together. Engaging postgraduated students in collaborative work and pleasant learning can boost their speaking confidence (Zheng & Borg, 2014).

3. Methodology

This study employed a qualitative research methodology to investigate and comprehend postgraduate students' views and societal phenomena in detail. It emphasizes acquiring comprehensive, intricate data via interviews and observations. Creswell (2003) identifies observation and interviews as the predominant data collection methods of qualitative research. The study will include ten Arab international postgraduate students engaged in an intensive English program at the University Utara Malaysia Language Centre (UUM). Four international students were full-time postgraduates, and two were part-time postgraduates of the academic year 2023-2024 were chosen to gather this study data. Among ten Arab students, three were from Yemen, four from Iraq and others from Jordan, Syria, and Palestine.

The training was divided into two phases: the workshop phase and the implementation phase. The workshop phase sought to provide instructors with fundamental knowledge and skills in constructing task-based lessons. Instructors have to finish a 12-hour, four-session course. The sessions included (1) TBLT foundational principles, (2) TBLT-oriented communicative outcomes from teaching objectives, (3) material selection, task sequence development, and assessment design, and (4) lesson plan design and development workshops and mentoring. Every session lasted 3 hours. The implementation step requires teachers to use the lesson plan from the previous phase in their classrooms. The teacher used Task-Based Learning to teach students for 180 minutes.

This study mostly relied on the factors of availability, the convenience of the educators, and the proficiency of the postgraduated students. All classroom activities were recorded on video to enable instructors to review the events that transpired during the study process.

3.1 Instrumentation for Data Collection

Qualitative researchers examine natural events and explain them through the meanings humans assign to them (Denzin & Lincoln, 2000). Merriam (2002) states that qualitative researchers seek to understand the interpretations of a specific period and environment. An interpretative and naturalistic technique explores how individuals interact with their social

surroundings, prioritizing data contributions to existing knowledge or research objectives (Hassan,2016). The researcher acquired qualitative data using classroom observation and semistructured interviews focused on classroom teaching and learning lessons on speaking abilities. The data was transcribed, evaluated, and interpreted holistically based on emergent themes. Because the researcher's mother language is Arabic and her specialization is English. In order to identify themes, the semi-structured interview data were transcribed (Appendix-3) and thoroughly reviewed, as recommended by Patton (2002).

For Hassan (2016),early open coding involved identifying essential terms in interview transcriptions. Axial coding, a logical approach based on theme consistency, identified patterns and concepts. Selective coding identified basic categories or emergent themes connected to qualitative study questions. This was done to establish a logical chain of evidence to address the qualitative research questions in the study successfully. The researcher used observation, interviews, and additional documentation to gather instructors' and Arab students' experiences with TBLT in speaking teaching and their perspectives on its benefits.

In this study, the role of the researcher was that of an observer of participants. Each observation lasted one hour. However, the entire observation phase lasted ten days. She watched students' engagement in listening, participation in conversations and role-plays, technical problem-solving, and behavior. This study videotaped all lectures using screen-recording software to capture key data during the courses. The researcher utilized recordings to observe student conduct. These recordings helped the researcher identify details during observations and interviews. The researcher noted several factors that guided the study reflection:

- Student participation in all lessons
- Motivation to attend TBL class –
-Interaction and collaboration with peers
- Active participation in learning activities
 - Self-directed learning through native speakers

This study employed qualitative approach to gather information on how TBLT may enhance Arab students' speaking skills. Furthermore, the objective was to examine participants' perceptions of TBLT as an educational instrument, serving as an alternative to conventional methods of studying the topic. Methodological triangulation and data triangulation were employed to enhance the credibility of the study (Patton, 2002). Creswell (2014, p. 622) identifies three data gathering approaches in this study. These can be observed in Figure (1).
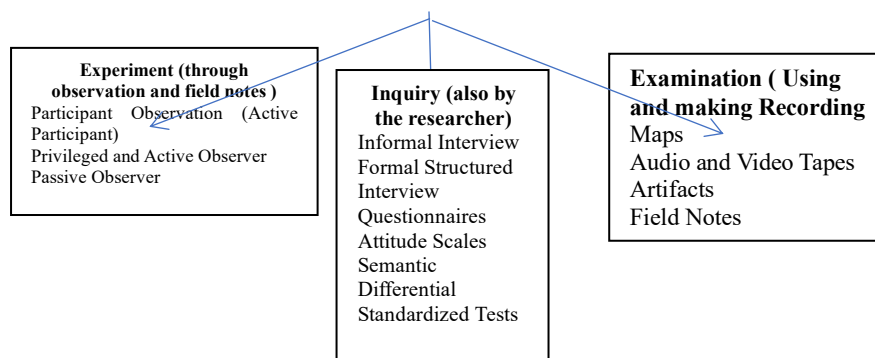
Data Collection Techniques(three elements)

Figure (1) Classification of research data gathering methodologies (Mills, 2011, adapted from Creswell, 2014: 622)

The researcher obtained data through observation and interviews, which were then evaluated by open, axial, and selective coding, and therefore, qualitative data was analyzed

carefully according to the emergent topics. Ultimately, qualitative results were presented later in the study report.

These procedures can be observed in Figure 2

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Data Collection
acquired Qualitative Data

Observation and Semi-structured Interviews with ten Arab Students
Transcription and Coding (Open, Axial, Selective)
١.
Holistically Analyzed Data According to Emerging Themes   ٢.
Documented Results
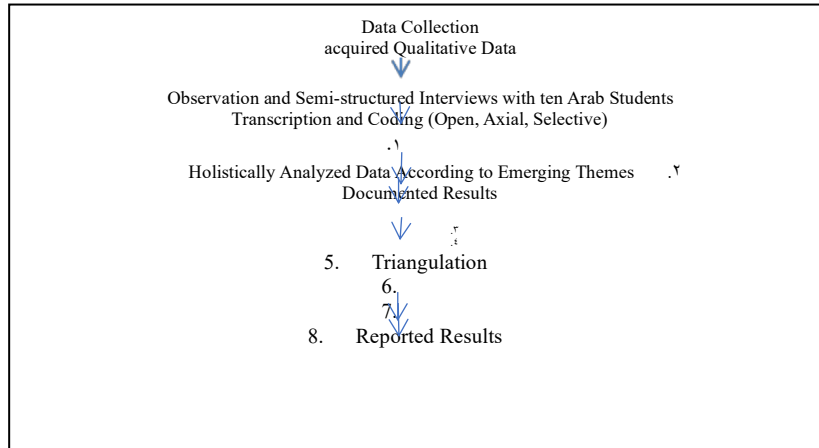
٣.
٤.
5.   Triangulation
6.
7.
8.   Reported Results

Figure (2)The research approach

1. When performing human research, ethics are crucial. When conducting qualitative investigations, researchers should address ethical considerations to protect the rights and dignity of participants. Thus, the researcher prioritized respecting Arab international students who participated in the study. After receiving UUM administration approval, the process began. Participants were told of the research beforehand (See Appendix-1).All study objectives, classroom learning activities, data collection, and utilization were explained to students. The data was thematically analyzed to reveal patterns, ideas, and significances. Christou (2022) characterized thematic analysis as a complete dataset review to find, comprehend, and record recurring patterns.

4.Findings

Two themes emerged from observations, interviews, and documentation: (A) the teacher's use of TBLT to teach English speaking, and (B) the strengths of learning expository text through TBLT. The next sections will discuss these ideas.

4.1. The educator's use of TBLT of spoken English.

This theme investigates a Task-Based Language instructor teaching spoken English to 10 foreign postgraduate students in an intense English program at University Utara Malaysia's Language Centre. We acquired data through classroom observation and interviews. The researcher watched all lessons (Appendix 2) to assess student impressions. According to the class observational checklist, the teacher completed each step well. TBLT is implemented in three steps. The instructor reported classroom TBLT findings in Table 1:

Table (1) The results of applying TBLT activities in the classroom

Pre-Task	Evaluate the previous lesson Provide an introduction. Brainstorming Provide engaging subjects aligned with students' interests. Provide an illustration and a comparable assignment pertinent to the primary job.
During-task	Ask students to discuss and collaborate with other students Pay attention to students' discussion Help and motivate students to speak
After the task	Ask students to evaluate their own performance Give feedback Repeat task Conclude the lesson

4.1.1. Pre Task

At the start of class, the lecturer briefly explains the exposition text.   PowerPoint structures instructional activities and engages Arab postgraduate students.   The teacher provides subject-specific terminology.   The teacher explained that the learning exercises required the Arab postgraduate students to discuss ordinary topics.   The teacher assigned homework to identify three pros and cons of social media, electric bikes, and artificial intelligence.   The speaker divided the Arab postgraduate students into two groups for an example and work related to the main assignment.   Each group has to have a presenter and an examiner.   Two groups evaluated each topic, allowing presenters from each group to compare and share their findings.   Each group's examiner asked presentation-related questions.   The teacher lets students ask questions about the assignment before letting them start. The teacher introduces TBLT in an organized and student-centered manner. The teacher gives students a brief overview and explanation to ensure clarity and successful learning. The teacher's technique emphasizes a thorough, learner-centered introduction to TBLT. The teacher briefly explains the subject by providing clarity and a solid learning foundation.

4.1.2. During the Task

Students have 15 minutes to complete the homework and debate its advantages and disadvantages with their group. After the activity, the teacher visited each group to evaluate their presentations. To present and ask or answer questions spontaneously in English, the learner uses a foreign language or English. Teacher engagement is limited to directing students.

 The classroom observation showed that the instructor taught exposition texts, where students had to express their opinions on a teacher-provided topic related to their everyday life. Each part weighs the pros and cons of its problem. Teachers utilize gallery walks to encourage active learning by having students present their discoveries to another group on the same topic. The groups are alternating in presenting their results and asking questions about the others'. This facilitates students' engagement in authentic speech, collaborative learning, and analytical reasoning. The educator's strategy stresses an active and motivating strategy within TBLT. Emphasizing expository literature enhances students' expression of real-world concerns, hence improving critical thinking and linguistic competence ; organizing students to discuss the

advantages and disadvantages of specific themes promotes collaborative learning and peer interaction. The inclusion of a gallery tour exercise cultivates these abilities by requiring groups to communicate their results to peers, so promoting a realistic speaking environment. This method enhances students' speaking skills and fosters peer learning, enabling them to interact with and learn from one another's viewpoints actively. The educator's methodology aligns with TBLT principles by cultivating a supportive atmosphere that enhances linguistic and communicative skills via significant, engaging activities. The educator emphasizes a structured, student-centered introduction to TBLT. The instructor gives learners an overview of the subject and a succinct explanation, ensuring clarity and laying a basis for effective learning. The instructor assesses them based on pronunciation, peer interactions, sentence structure, and overall fluency.

The standards for assessing speaking abilities are significant, since the instructor evaluates several language elements. The instructors emphasized fluency, syntactic structure, pronunciation, and the capacity to address peer inquiries. These standards guarantee a comprehensive assessment of essential speaking skills and provide insight into students' capabilities.

4.1.3 After the task

In this phase, the instructor evaluates learners' work in feedback sessions and poses inquiries about the parallels observed during the gallery walk conducted in the learning activities and the insights gained from the conversation. The feedback or reflection session is crucial in improving student learning in TBLT, enabling students to enhance their speaking skills and recognize their mistakes during lessons. This process fosters self-confidence, allowing them to speak in front of their peers, even if their answers are incorrect. The feedback improves English proficiency and self-confidence by helping students identify and correct mistakes. The teacher's supporting approach fosters a positive learning environment that values student effort and encourages participation, even in the face of incorrect answers. This supportive environment fosters learners' resilience and encourages their participation in speaking activities. Ultimately, feedback in TBL approach is essential for fostering ongoing enhancement and encouraging a growth mentality among language learners. The researcher observed the samples' participation and behavior towards using TBLT strategies. The Researcher assumed the role of a participatory observer, overseeing the students' program utilization, posing inquiries, documenting their development, seeing their brainstorming sessions and generating innovative ideas, and monitoring all pertinent actions and behaviors. Observation was included in this study as it was anticipated to enhance comprehension, specifically about the learners' behavior and involvement with TBLT classes. Hassan (2016) asserts that observation allows researchers to acquire personal insights into classroom interactions or sequences and to seek pertinent information that supports explanations in response to research inquiries.

Additionally, interviews were performed after the post-task phase to collect participants' impressions and reflections regarding using TBLT following the course's completion. The data was anticipated to enhance the comprehension of students' perceptions on using TBLT strategies and the associated motivating or inhibiting variables in learning speaking skills.

4.2. The benefits students derive from learning to speak expository literature through Task-Based Language teaching (TBLT).

The second subject examines students' benefits from learning to speak through TBLT. The interview analysis reveals multiple benefits for students in learning to speak through Task-Based Language (TBL): Arab postgraduate students are motivated to participate as participated and engaged learners; the efficacy of task-focused learning; the pleasure derived from

educational activities; the improvement of student confidence; the expansion of vocabulary and skill acquisition; students receive support and encouragement during tasks; and the importance about language improvement. The assessment of the student's response will proceed as stated below.

4.2.1. Students should be active learners.

Students noted that TBLT enhances student involvement, improving their ability to collaborate and share ideas.

> S1: "TBLT encourages diverse classmates to communicate, rather than just close friends, expanding ideas."

> S2:"Achieving tasks needs Achieving tasks requires groups to communicate and collaborate.."

> S3: "Group discussions about views and topics are crucial."
> S6: "Group conversations and gallery walks boost internal and external communication.

The students' viewpoints underscore the substantial advantages of TBLT in fostering successful cooperation and communication among peers. S1 asserts that TBLT enhances communication with diverse peers, promoting a broader exchange of ideas beyond established networks. S2 emphasizes the need for group communication and teamwork to achieve goals, highlighting the practical use of Lingual ability. S3 promotes group discussions for topic analysis and opinion exchange, improving engagement and comprehension. S4 notes that internal talks Gallery visits and other events give different interaction opportunities, improving communication. S6 claims that TBLT improves students' interpersonal skills and language acquisition through discussions and question-and-answer sessions. These data show that TBLT may create a collaborative learning environment that improves student communication and connections.

4.2.2. The Efficacy of Task-Based Learning

Students perceive task-based language teaching as effective in improving their speaking abilities. Incorporating tasks into the course of study allows students to utilize and understand language practically.

> S1: "It is effective due to the inclusion of tasks, which facilitates comprehension and simplicity, rendering it enjoyable."
> S9: "It is efficient and resembles gameplay, rendering the activities pleasurable."

The students' opinions show that TBLT improves speaking through practical activities. S1 claims that TBLT's planned activities make English learning more enjoyable and accessible, noting its simplicity and clarity. TBLT workouts are compared to fun activities in S9. Both students prefer Task-Based Language Teaching exercises, which enhance learning and apply linguistic abilities. Their response demonstrates that TBLT's task-based approach makes students' activities enjoyable and relevant, improving students' critical speaking abilities. This emphasizes the relevance of TBLT in language teaching and skill development.

4.2.3. Educational Participation

Most students characterize the activities as enjoyable and stimulating, enhancing learning experience.

> S 2: "It is enjoyable, and we also receive grades."
> S 3: "I find it enjoyable..."

S8: "It is enjoyable...a blend of emotions..."
S 6: "It is genuinely enjoyable as we acquire numerous English words previously unknown to us."

The students emphasize the beneficial influence of TBLT on their academic experience. S2 values the engaging quality of the tasks and the incentive of obtaining marks. S3 has a comparable emotion, deeming the activities pleasurable. S8 characterizes the event as captivating, eliciting a spectrum of favorable feelings. S6 highlights the exhilaration of acquiring new vocabulary, showing how TBLT assignments enhance. Their response shows that TBLT motivates students to learn language through engaging activities. This conducive educational setting promotes active engagement and enhances language acquisition efficacy.

4.2.4. Enhancing Student Vocabulary and Skill Development

Acknowledging TBLT's contribution to vocabulary enhancement and skill development is a significant theme. Students like the chance to acquire new vocabulary and expressions during speaking activities.

S1: "The implementation of TBI has helped me to memorize many vocabulary words that I was not aware of before. TBI also encourages students, particularly myself, to practice it regularly, meeting by meeting. In addition, the self-evaluation worksheet is very beneficial in highlighting the vocabulary I have already possessed in each meeting ......as it enhances vocabulary. In today's session, I learned about artificial intelligence's merits and drawbacks."
S4: "...we receive corrections and acquire new knowledge."
S10: "...we acquire numerous English vocabulary terms previously unfamiliar to us."

TBLT is essential for enhancing learners' vocabulary and refining their skills. Students value the pragmatic method of acquiring knowledge via speaking assignments. For example, S1 discovers task participation facilitates comprehension and markedly enhances vocabulary. Demonstrated by their understanding of the benefits and drawbacks of AI. S4 appreciates the feedback obtained throughout assignments, which facilitates the acquisition of new knowledge. Likewise, S10 emphasizes the advantage of acquiring numerous previously unfamiliar English vocabulary. These observations indicate that the practical and engaging method of TBLT increases vocabulary and language skills.

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4.2.5. Support and encouragement

Peer and teacher support is essential in task-based language teaching (TBLT), which promotes an effective learning environment.

S1: "I was not speaking in isolation; I had friends to converse with, and I could also acquire knowledge from others."
S7: "The assistance from the teacher who guides us, and the motivation to achieve high grades."

Peer and teacher support is crucial for fostering an effective learning environment in Task-Based Language Teaching. S1 values the absence of solitary discourse, highlighting the need to engage and acquire knowledge from others. Likewise, S7 emphasizes the significance of teacher support and encouragement, which inspires students to pursue elevated academic performance. These data points highlight the vital role of educators and students assistance in enhancing the TBLT's efficacy.

4.2.6. The Significance of Feedback for Linguistic Enhancement

Language progress requires feedback during TBLT-speaking activities, according to studies. Students list several benefits of feedback.

S1: "Feedback augments speaking abilities by elevating confidence, resulting in comprehensive enhancement."
S2: "Feedback facilitates novel learning experiences." "Utilizes acquired knowledge (e.g., disadvantages of smoking) to articulate effectively regarding real-world issues."
S3: "Feedback facilitates the acquisition of new vocabulary, accompanied by pronunciation corrections for errors."
S5: "Feedback enhances confidence and promotes self-practice, especially in pronunciation."
S9: "Feedback is essential for identifying and rectifying intonation errors in speech, underscoring the significance of precision in English pronunciation."

Students emphasize that feedback during TBLT-speaking exercises substantially enhances language proficiency. Student 1 asserts that feedback enhances confidence, resulting in an overall improvement in speaking abilities. S 2 says feedback helps with novel learning and real-world communication.. S3 values the role of feedback in enhancing vocabulary acquisition and rectifying pronunciation inaccuracies. S5 asserts that feedback enhances confidence and promotes self-practice, particularly pronunciation. Likewise, S9 stresses the role in identifying and correcting intonation issues and achieving accurate English pronunciation. These findings demonstrate how feedback improves TBLT language ability in several ways.

5. Discussion

5.1. Teacher's Task-Based Language Instruction in Spoken English

Examining the educator's methodology in presenting TBLT-speaking assignments demonstrates a systematic and learner-focused approach that conforms to the tenets of TBLT. The teacher commences by introducing the topic and offering a concise explanation, ensuring postgraduate students comprehend the content. This stage is essential for establishing the context and equipping students for the forthcoming assignment. The instructor thereafter assesses postgraduate students' prior knowledge and comprehension through inquiry. This first evaluation identifies knowledge deficiencies and guarantees that students are sufficiently prepared for the discourse. By promptly rectifying misunderstandings or deficiencies, the educator establishes a robust basis for optimal learning.

Clear expression of learning objectives is essential to the educator's approach. By specifying the learning objectives, the instructor creates a distinct focus for the class, assisting students in understanding the importance of the material and their broader educational goals. This precision guarantees that postgraduate students comprehend the precise results they are required to attain, so as to augment their drive and engagement. The lecturer conducts a group discussion about the topic. This collaborative strategy facilitates the sharing of ideas and Improves students' speaking skills in a supportive setting. TBLT emphasizes discussion and involvement to enhance language and communication. Group talks increase students' critical thinking and peer learning, improving their subject knowledge.

The instructor chooses topics that relate to students' daily lives to increase the classroom's relevance and involvement. This motivates postgraduate students and encourages contextual learning, making language learning more relevant to real-world circumstances. Real-world relevance in task design improves learners' topic interaction and intrinsic motivation. Communicative language education promotes using actual resources and situations to teach language (Richards & Rodgers, 2001). Students must realize their duties connect to real-life situations. By using familiar themes, educators help students apply their language abilities, enhancing engagement and retention.

The assignment framework encourages teamwork. Students learn to cooperate, communicate, and share varied ideas through this collaborative method. Student collaboration enhances learning by integrating information and skills. Collaboration is key to Task-Based Language Teaching, encouraging student participation and discourse. Collaboration strengthens social ties, which are essential for language acquisition (Kos, 2024). Jalalzai et al. (2023) found that task-based language instruction increases students' engagement by facilitating cooperation in education.

Gallery stroll activities foster active involvement. This method guarantees that students stay actively involved in the learning process by necessitating discussions of their outcomes and interactions with their classmates. These exercises augment verbal skills and ensure that students remain interested and involved throughout the course. Palanisamy and Rajasekaran (2024) define the gallery walk approach as a technique for enabling learners to integrate new and prior knowledge, emphasizing their current comprehension and educational objectives, fostering a robust learning community,
and engaging with the material through physical movement.

Teachers emphasize peer learning and critical analysis by presenting and analyzing each other's work. Students develop critical thinking, good communication, and constructive conversation. Language learning requires collaboration and critical thinking. Students who discuss their findings and ask questions use advanced cognitive processes. This meets TBLT educational goals, which aim to improve language proficiency, cognitive, and social competencies (Milon et al., 2023). The instructor cultivates an atmosphere of reciprocal learning and ongoing enhancement by prompting postgraduate students to assess one another's work critically.

Feedback is recognized as an essential component in the Task-Based Language Teaching (TBLT) learning process. The instructor underscores its significance in aiding students to identify and rectify their errors, crucial for talent enhancement and self-assurance. Constructive feedback facilitates error rectification and promotes student engagement and risk-taking in speaking activities (Hysen & Mirvan, 2023). The educator's approach to delivering criticism is both constructive and encouraging. The educator cultivates a constructive learning atmosphere that promotes risk-taking and ongoing enhancement by valuing students' endeavors, especially in the face of wrong responses. This technique cultivates the learner-centered goals of TBLT include students' confidence and enthusiasm to communicate(Ibid).

5.2. The benefits students derive from attaining competency in expository literature via Task-Based Language Teaching (TBLT)

TBLT cultivates a collaborative atmosphere in which students interact with many groups, therefore improving communicative competencies. This corresponds with the tenets of cooperative learning, which maintain that varied encounters enhance social competencies and information sharing. (Baharun et al., 2023). The emphasis on collaborative endeavors cultivates a learning community in which students sense connection and involvement (Nennig et al., 2023). Internal discussions and external engagements, such as art excursions, improve intra-group and inter-group relationships, fostering a holistic educational atmosphere. This discovery aligns with the objectives of TBLT, which emphasize student actions over those of instructors (Khasawneh et al., 2020). Rasekh et al. (2023) conclude that task-based language instruction enhances student connections through the facilitation of cooperation learning.

The task-oriented methodology of TBLT enhances skill development compared to lecture-based methods.Task involvement helps students comprehend and utilize language in real time. This method enhances skill integration by improving language application (El Arbaoui, 2023). This differs from passive learning, when postgraduate students need more

speaking experience. TBLT uses the most effective communicative language education concepts to replace traditional learning approaches, which often fail to prepare students for effective communication (Wenfang, 2016). The effectiveness of postgraduate students shows the need for interactive language learning environments. Prianty (2022) suggests using TBLT in speaking sessions to boost efficacy. TBI students have several English-language possibilities (Adjei-Mensah, 2022).

The frequent reference to enjoyment suggests that TBLT promotes learning and augments student motivation and engagement through pleasurable activities. Enjoyment is essential in educational environments since it enhances motivation and promotes active engagement. The capacity of TBLT to enhance enjoyment in learning can foster heightened student involvement, culminating in improved attendance, attentiveness, and overall educational results. When students find pleasure in the learning process, they are more inclined to engage, resulting in enhanced language proficiency. TBLT enhances the classroom environment by making learning pleasurable and promoting improved language skills development (Avella, 2019).

TBLT has substantially improved students' confidence and communication abilities by establishing a conducive learning atmosphere that allows for practice devoid of judgment (Long, 2015). A conducive atmosphere for students to engage in foreign language speaking, TBLT mitigates nervousness and fosters self-confidence (Lara Velarde, 2018). Even shy students must speak English at gatherings, enhancing their speaking abilities and confidence (Astrina et al., 2023). TBLT's peer support and collaboration improve confidence (Derrag & Yaghni, 2023). These encounters teach students essential linguistic and social-cognitive skills for English-speaking communication. Nurfadhilah (2023) found that Task-Based Language Teaching (TBLT) improved English pronunciation and speaking confidence. This is linked to TBLT's practical, task-focused approach, which allows language skills to be immediately used and reinforced. The concentration on vocabulary and skill development shows TBLT's language learning efficiency. Significant exercises help students contextualize new vocabulary and use language structures in real settings.

This application fosters enduring retention and expertise. Educators have to facilitate vocabulary enhancement via task-oriented activities to optimize learning results. This finding aligns with Nurfadhilah's (2023) research, which illustrates that vocabulary size expands concurrently with the task creation process. Brindley (1994) found that the design of effective pedagogical tasks and the selection of suitable teaching methodologies cultivate a classroom learning community marked by positive student interactions, which is crucial for active engagement and proficiency in speaking activities within Task-Based Language Teaching (TBLT). Educators must motivate students to engage in learning activities and face obstacles (Brindley, 1994), as well as teachers. This method improves learners' study strategies and aids their adjustment to practical scenarios.

Educators urge the inspiration of postgraduate students. Educators providing guidance and assistance cultivate an environment that promotes active student engagement and the pursuit of academic success. Educational motivational theories emphasize supportive instructors' role in student engagement and performance (Deci & Ryan, 2000). Students agree that support is key.This supports Brindley's (1994) claim that educators should motivate learners during the task cycle by boosting their confidence and comfort in solving problems.

A recent research study underscores the essential function of feedback in enhancing language development under TBLT frameworks. Efficient feedback systems are acknowledged for improving language acquisition by offering prompt remedial assistance and promoting desirable linguistic practices (Nunan, 2004; Hyland & Hyland, 2019). Nunan (2004) contends that clear, realistic, and congruent feedback Language acquisition may be greatly improved by matching learners' competency levels. TBLT-speaking activities provide feedback on

correctness, fluency, pronunciation, and contextual appropriateness (Nunan, 2004; Lyster & Ranta, 2020). Lyster & Ranta (2020) found that corrective feedback helps repair mistakes and avoid language fossilization. Positive feedback also helps language learners reflect on their performance, boosting metacognition and self-regulation (Vijay, 2023). Student replies show that TBLT-speaking feedback increases language skills and communication competency in real-world circumstances. TBLT's tailored feedback and practical application help language acquisition, supporting contemporary language learning theories and instructional methods.

6.Implications

The findings suggest five key consequences for teachers and teacher trainers. Teachers must have a positive attitude towards TBLT to successfully implement it in the speaking classroom, as their views on instructional approach greatly impact classroom practice.

Secondly, teachers should be allowed to learn about task-based learning approaches (TBLT) for planning, implementation, and assessment, as research indicates they need more practical application knowledge. To effectively teach English speaking skills, teacher education programs should address the strengths and weaknesses of TBLT, including basic ideas and specific strategies. It is important to address potential hurdles in a task-based classroom to address the need for more confidence that prevents teachers from using TBLT. Teachers should explore different classroom management methods, including levelled tasks, peer evaluation, and a range of tasks, including two-way information gap activities and one-way activities like asking and answering. Third, students possess varying degrees of English competence; therefore, assessing their language demands and categorizing them by proficiency levels in English lessons is essential. A modification in the design of accomplishment exams is warranted. Performance assessments must be structured to assess students' communication proficiency. Fourth, the study shows that instructors and students need time to understand; managers should allow enough time for each unit or course. Teachers speed up homework or classes to finish textbooks. Fifth, the research suggests regular in-service training to improve instructors' TBLT knowledge and skills. Richards & Farrell (2005) say in-service training is essential for teachers' growth and program effectiveness.

Finally, TBLT is a novel language teaching method for teaching English speaking skills. Malaysian English teachers have welcomed TBLT and partially implemented it, but they should recognize that it still faces challenges. In the future, administrators and teachers must overcome these challenges to improve their students' English proficiency.

7.Conclusions

According to research, task-based Language Teaching improves English speaking skills by creating an effective and adaptable educational setting. TBLT can reduce anxiety and bolster confidence, especially during the shift from whole-class presentations to gallery visits. This method promotes genuine and confident language use by emphasizing meaningful engagement and practical communication. The results emphasize the necessity of a welcoming classroom that promotes language acquisition. This study demonstrates that TBLT develops English speaking proficiency in several aspects. TBLT promotes student cooperation and communication, enhancing idea exchange and social competencies. Students choose TBLT because of its integration of practical tasks that render language acquisition interesting and engaging, enable rapid application of language skills, and promote comprehension and competency development. Dynamic and engaging TBLT activities invigorate and engage students, promoting an effective learning atmosphere.

TBLT's practical challenges enhance students' speaking confidence by alleviating anxiety and motivating even the most reticent to engage. . TBLT engages students in meaningful tasks that apply and reinforce new language concepts, improving vocabulary and language skills. TBLT peers and instructors collaborate to create a pleasant learning environment where supportive teachers motivate students to communicate. Language development requires feedback during TBLT-speaking exercises to help students fix errors, build confidence, and improve communication skills. The practical, engaging, and supporting nature of TBLT makes it a successful method for teaching English speaking. While the advantages and disadvantages of TBLT in |L2 classrooms have been investigated, teachers believe it can improve learning despite persistent concerns. When they see Task-Based Language Teaching (TBLT) in action, teachers like it, but they worry about task design and development. There should be an effort or extra research to overcome the obstacles. Instructors design and deliver classroom lessons; thus, TBLT approaches success depends on them. Situations that boost language development.

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Appendix-1
Permission from UUM for conducting the research

Pusat Pengajian Pengurusan Perniagaan
SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)

Lina Lafta Jassim

telah mengemukakan kertas penyelidikan yang bertajuk
(has presented his/her research paper of the following title)

The Strengths of Using Task-Based Language Learning in Developing ____ Speaking Skills among

Arab International Postgraduates

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia Pertama   :   DR. MAHA MOHAMMED YUSR OTHMAN
(Name of 1ˢᵗ Supervisor)

Tandatangan   :
(Signature)

Tarikh   :   13 DISEMBER 2023
(Date)

Appendix-2
Aspects of Observation for Students

Students' participation in all TBLT lessons
Students' motivation to learn in the TBLT class.
Students' interaction and collaboration with their teacher as well as with other classmates.
Students' ability to interact and discuss with their teacher as well as with other classmates.
Students are gaining course objectives or new knowledge.
What are students' greatest likes or dislikes of TBLT activities
Students' active participation in the TBLT activities class
What is the influence of feedback during TBLT-speaking exercises in enhancing students' language proficiency

Appendix-3

Questions used in the interview with Arab Students

١.هل تساعدك استراتيجيات تدريس اللغة القائم على المهام على تحسين مهارات التواصل لدى الطلاب؟

1.Do TBLT strategies help you to participate and engage in class?

٢. وضح كيف تُحسّن الأنشطة التعاونية، كالتفاعل بين المعلمين والطلاب، وبين الطلاب وأقرانهم، تعلم اللغة الإنجليزية باستخدام استراتيجيات تدريس اللغة القائم على المهام

2.Show how collaborative activities, such as interactions between teachers and students and between students and other peers, would enhance English learning while utilizing BBL strategies.

٣.هل تساعدك استراتيجيات تدريس اللغة القائم على المهام على تحسين مهارات التواصل لدى الطلاب؟

3.Do TBLT strategies help you improve students' communication skills?

٤.هل تُحسّن استراتيجيات القائمة على المهام تعزز اكتساب مهارات التحدث باللغة الإنجليزية؟

4.Would TBLT strategies *improve your English* speaking skills ?

٥.هل كان تعلم مهارات التحدث في صف تدريس اللغة القائم على المهام ممتعًا بالنسبة لك؟ كيف؟ هل كان ممتعًا، أم مُسليًا، أم مُمتعًا؟ هل كان هذا العنصر موجودًا فيه؟

5.Was learning speaking skills in the TBLT class fun for you? How? Was it fun, amusement, or enjoyment? Was this element present there?

٦.هل تعتقد أن استراتيجيات القائمة على المهام تعزز اكتساب اللغة ويحسن مشاركتك وتحفيزك لتعلم مهارات التحدث؟

6.Do you think that TBLT promotes language acquisition and improves your engagement and motivation to learn speaking skills?

٧.ما هو دور استراتيجيات القائمة على المهام في تعزيز مفرداتك وتطوير مهاراتك؟

7.What is the role of TBLT strategies in Enhancing your Vocabulary and Skill Development?

٨.ما هو دور المعلمين في دعم وتشجيع الطلاب في حصص اللغة القائمة على المهام؟

8.What is the role of teachers support and encouragement in task based language class

٩.ما هي أهمية التغذية الراجعة لتحسين اللغة؟

9.what is The Significance of Feedback for Language Enhancement