

Enhancing Speaking Fluency and Accuracy in a Task-Based Language Teaching Approach with Corrective Feedback

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Abstract

This paper aims to examine the efficacy of the Task-Based Language Teaching (TBLT) methodology with Corrective Guidance (CG) in improving the fluency and accuracy of Malaysia EFL learners. The research used a hybrid analysis approach using caste experiments and pre-test-post-test configurations. The case study portion picked only 3 participants, while the pre-test-post-test configuration has a total of 44 participants. Features of the results revealed that using TBLT is an efficient teaching approach to improving Malaysia EFL learners' speech fluency and accuracy as demonstrated by their increased speech automaticity, grammatical language accuracy, and higher word count protocol. Meanwhile, after introducing TBLT action, the awareness and behaviour of EFL learners towards speaking improved significantly. This paper suggests that while the TBLT approach helps EFL learners, there is a greater chance of improving their fluency and speech accuracy. This means that the TBLT approach is considered an effective student-centered teaching tool to improve their communicative abilities, enabling EFL learners to communicate in real-world language applications. This research explores TBLT's effects of language education.

Keywords –*Fluency, Accuracy, Speaking, TBLT, Corrective feedback, language teaching*

INTRODUCTION

Language is self-serving. It's an important contact device. The ability to use words in various settings, environments, time and social life is one of the 21st century's survival abilities. Language skills help people to view, store, and upgrade knowledge to connect with diverse societies and understand various world cultures. With the rise of socio-political change, English arose as an International Language. The challenge in education now is how to educate learners for the constantly changing environment to succeed in the global economy, build comprehension and implementation in different dynamic communication and knowledge systems. In the sense of English as a Foreign Language (EFL), the emphasis on educating students to be trained globally is on Task-based Language Educating. Students' ability to speak fluently and correctly needs to be more based in the EFL teaching sense as EFL learners are not given complete incentives to use English outside classrooms (Saramanayake, 2016; Albino, 2017; Sun, Lin, You, Shen, Qi, & Lou, 2017; Wei, Siriyothin, & Lian, 2018). Consequently, resistance, loss of topical awareness and native language preference are among the language problems faced by students (Leong & Ahmadi, 2017; Abugohar et al 2019; Naamaziandost et al, 2019).

Speaking issue is considered a concern not only in the Malaysia education sector, but worldwide Malaysia EFL learners faced fluent and effective English-speaking difficulties due to their cultural, cognitive and emotional influences (Wang, 2014; Yao, 2019; Lei, Weiwei, & Di, 2016). This needs training by language teachers. We will use effective approaches and techniques to tackle EFL learners' emerging speech issues. Communicative competence's importance transcends fluency and precision. Speech accuracy means to the degree a speaker creates language that meets target language requirements (Yuan & Ellis, 2003). It includes pronunciation, grammar and vocabulary. Speaking fluency, on the other hand, is the speaker's capacity to generate spoken language without excessive delay (Shekan, 1996; Nassaji & Fotos, 2011). And so many hesitations and delays impair fluency. Helping learners to speak fluently and correctly is a central issue in EFL contexts (Nakatami, 2010).

In Malaysia's latest Curriculum Guidelines, it stipulates teachers must be information facilitators with learners by TBLT. Malaysian language teachers are motivated to focus on their teaching methods and develop their knowledge limits to TBLT teaching English as a foreign language.

Task-Based Language Teaching Intervention

Driven by the established issue of speech fluency and accuracy of EFL learners, the researcher established the use of Task-Based Language Teaching (TBLT) with corrective feedback. Regrettably, TBLT's efficacy in its implementation in the Malaysian foreign language learning sense has not yet been proved empirically, especially at the upper secondary level.

Task-based language teaching (TBLT) is a second / foreign language teaching method aimed at promoting language acquisition by involving learners interactively through realistic language use arising from the success and execution of assignments. It is called Communicative Language Teaching (CLT) type. TBLT is appropriate for learner-centered schooling and theory (Nunan, 2005; Elis, 2005). It has the following components: aims, priorities, processes and results while promoting concrete content-oriented practices rather than linguistic (Littlewood, 2004; Nunan, 2005; Beglar & Chase, 2002).

Asian research reported that TBLT is successful in improving students' language skills. Murad (2009) studied the impact of task-based language teaching on improving Palestinian students' speaking skills finding that after using the technique, students' speaking skills in the study community improved dramatically and increased their attitude to English positively. Consequently, Kafipour, Mahmoudi & Khojasteh (2018) analyzed the impact of task-based language teaching in writing in Iran's EFL classrooms demonstrated substantial progress in the writing skills of Iranian EFL learners subjected to TBLT techniques. In addition, Albino (2017) evaluated TBLT's use in improving the speaking fluency of Angolan EFL learners found improvement in students' ability to generate voice, grammatical precision, and interactional expression. Parallel to this, Ibrahim & Khater (2016) stated that task-based teaching improved primary pupils' English-speaking skills. Ding (2018) has reported that the task-based approach strengthened adult Syrian's English-speaking skills. From Malaysian viewpoint, Zhu & Shu (2017) found TBLT's superiority in Malaysia's main classrooms. Zhang (2019) also observed Malaysian language skills development using a wiki-enhanced TBLT methodology. Yang (2017) also discussed TBLT's applicability in Malaysian college English education. Furthermore, Ju (2017) proves that task-based instruction improves Malaysian college students' English skills. Despite TBLT's theoretical and research-based appeal, it remains restricted in many ways to teach the second language (Ogilvie & Dunn, 2010).

Speaking Fluency

Fluency Training has been facilitated in different ways by hypotheses and studies including planning, task repetition, and language instruction. De Jong & Perfetti (2011) studied the role of speech repetition in student oral fluency growth in the course Teaching English as Second Language (TESL) at a U.S. university. Fluency was found to increase. Linguistic information proceduralization enhanced fluidity. Lambert, Kormos & Minn (2017) have examined the link between immediate second-language fluency increases and oral monolog activities. Results found that aural-oral performance of the same tasks is related to oral fluency gains independent of students' level of ability or task size. As a research summary, it reveals that speaking fluency can be obtained by language practice and repetition.

Corrective guidance for Consistency

Teachers' corrective input (CF) on the second language of the learner has been named value and amount of inquiries, but most of the research were performed in managed environments and language classrooms that incorporate exercises without the TBLT method. Sato (2013) studied ESL learners' confidence in peer participation and peer constructive feedback (CF) finding supportive social interactions between learners and shared learning environment as factors for successful language growth. Consequently, Bitchener & Knoch (2010) stated in writing that CF specifically helps advanced second-language learners to correctly write. Hartshorn, Evans, Merrill, Sudweeks, et al

(2012) reported that writing fluency is found using written corrective input. Moreover, Chu (2011) analyzed the efficacy of teachers' corrective feedback on accuracy in Oral English of college students in Malaysia finding that corrective feedback from teachers is significant in foreign language teaching. OZturk (2016) also examines the effects of feedback in Turkish EFL classrooms that recast and explicit correction were the most widely used CF forms. Research indicate that positive input improved English speech and writing abilities.

Background and Distance

While TBLT has widespread conceptual inconsistencies in the Asia-Pacific region, classroom restrictions are imminent implementation factors (Butler, 2011). Iizuka(2019) recently reported that given TBLT's success, practitioners still missed TBLT's possible benefits. It was highlighted that with TBLT incorporation, Needs Analysis is essential for curriculum growth. Numerous language specialists studied speech skills. However, literature on TBLT's effectiveness about fluency and accuracy is still lacking. This thesis aims to further close the research void by looking at Malaysian EFL learners' real interactions using TBLT with constructive input. This was proposed that TBLT values be incorporated into classroom instruction, which would be expressed in instructional resources and instruction guides for students.

RESEARCH PURPOSES

This paper is an effort to explore the feasibility of improving speech fluency and precision by using the Conventional Language Teaching Method of Constructive Input. Specifically, it aims to: (1) explain how TBLT with corrective feedback improved the speaking fluency and accuracy of Malaysian Upper Secondary EFL learners; (2) find major changes in students' expectations and attitudes before and after the introduction of TBLT with corrective feedback. For explain research objectives, the first basic research goal is the cornerstone of this analysis as it explains how TBLT with constructive input enhances respondents' English-speaking abilities. It shows how they were adapted to pronunciation-free and grammar-free speech before and after the intervention. It also demonstrates how learners respond correctly in language exchange as they participate in task-based language learning. The second basic research objective supports the first research target. It ascertains TBLT's visual and attitudinal results with positive input to English speaking before and after the operation. Similarly, the impact size was measured to explain how interaction changes expectations and behaviors of learners.

METHODS

Research Design

The research used a hybrid analysis approach by integrating two analysis styles at a time. The study used case study architecture and post-test designs. Merits in using prototypes are discussed here.

Case Study Design

The case study method was used using audio-recorded communication with the analysis device. This concept used the use of TBLT with positive guidance as an activity in a Malaysian EFL classroom. The task-based language teaching practice included in this concept is capturing oral picture-analysis practice where pictures are used as motivational variables to enhance learners' speeches. Meanwhile, through role-playing, students were introduced to real-world vocabulary. The speech analysis was performed on 3 randomly chosen learners assessing how the TBLT method enhanced speech fluency and accuracy. This research methodology provides a consistent and thorough view of problems and solutions (Mills, Harrison, Franklin & Birks, 2017; Yazan, 2015; Ellinger & McWhorter, 2016).

Pre-Test-Post-Test Design

The pre-test-post-test design was used to measure the change in the perceptions and attitudes of the students to Pre-test-post-test method was used to assess changes in students' expectations and behaviors to determine the impact of transition using TBLT in classroom using a survey

questionnaire. Effect size or benefit score is determined using G*Power. This method is used to classify the impact of reported intervention outcomes (Dimitrvo & Rumrill, 2003, Vallente & MacKinnon, 2017).

Research Participants and Sampling Procedure

Research participants consisted of 44 upper-secondary Malaysian EFL learners randomly sampled from one university. Sampling size was determined using the G*Power T-test Mean differential between two different sample means (matched pairs) with a priory method of power analysis set in a two-tailed study finding an average power of 0.90 and an effect size of 0.5. For the case study portion, the researcher only randomly selected 3 cases from 44 study participants. The profile of the respondents is mainly white, ages ranging from 16 to 18, predominantly from Malaysia's middle-income families. Anchored to the ethical study principle, participants' personal information and data were handled confidentially. Until choosing and recognizing applicants, a written document was submitted and accepted by officials and their guardians. Additionally, respondents and parents filled out the data protection policy form.

Research Instruments

For the case study aspect, the audio-recorded analysis descriptions and video-recorded role-play were the research instruments. For the pre-test-post-test design, a survey questionnaire was used to measure the perception and attitude of the respondents before and after the intervention. The instrument is a self-assessed tool with a 5-point Likert scale with 1 as the lowest and 5 as the highest. Likewise, validation of the research instrument was conducted since it was a self-made questionnaire.

Treatment Phases

Pre-Treatment Phase

Before the conduct of the study, the respondents were taught by the teacher using TBLT with corrective feedback. The pre-test of perceptions and attitudes was surveyed. In the course of teaching, language learning tasks were planned and organized to making-meaning activities for the learners to have practice on language fluency and accuracy activities with corrective feedback. In the pre-task, the students were introduced to the task to be completed. They were given the pre-tasks where the students collaborated to come up with the items and conservations which will happen in the given TBLT learning activities. Vocabulary words were also practiced. Before the tasks begin, the class agreed with several rules such as using the English language only during the tasks.

Implementation Phase

In the course of implementing TBLT, the students were grouped with four members in each lesson for the actual learning discussions. The topics were taken from the storybook titled Miss Rumphius which was introduced to the students as of springboard of TBLT lessons. The TBLT learning activities lasted for 3 weeks. The topics were along with: (1) buying tickets for travel (2) borrowing books in the library; (3) enrolling for a course.

Post-Treatment Phase

After the implementation of the activity, the post-test of perceptions and attitudes were surveyed. For the case study component, the researcher only randomly selected 3 cases from the 32 participants for analysis.

Data Analysis

Evidence for case study research is qualitatively analyzed where speeches of respondents is transcribed before and after operation. Based on word count distinction and grammatical precision, the speeches were analyzed. This presented data on how students enhanced their speech fluency and performance with TBLT constructive guidance. Furthermore, using Cohen's Effect Size definition, the pre-test-post-test was used to measure the effect scale. Firmly Agree a (4.20-5.00); Agree b (3.40-

4.19); Undecided c (2.60-3.39); Disagree d (1.80-2.59); Firmly Disagree e (1.00-1.79); Strongly Disagree e (1.00-1.79). Whereas, the variable attitude also has 5 elements replied with a 5-point Likert scale with the following concise meanings and scale ranges: Highly Favourable a (4.20-5.00); Favourable b (3.40-4.19); Undecided c (2.60-3.39); Not Favourable d (1.80-2.59); Very unfavorable e (1.00-1.79). Meanwhile, a t-test of contingent survey means was used to assess the substantial difference in respondents' interpretation and disposition towards speaking before and after treatments. Cohen's d-effect size was used to measure benefit scores performance. Responses were correctly tabulated and checked statistically.

RESULTS AND DISCUSSION

Effectiveness of TBLT with Corrective Feedback

The first basic analysis goal is the cornerstone of this report, as it explains how TBLT with constructive input enhances respondents' English-speaking skills. It shows how they were adapted to pronunciation-and grammar-before and after the intervention. It also demonstrates how learners respond correctly in language exchange as they participate in task-learning. Among Upper Secondary Education Malaysian EFL learners, TBLT with corrective input was used to determine how they improved fluency and accuracy. From case study architecture, the three respondents were able to execute the task before and after language teaching.

Table 1. Transcript of Picture Analysis Descriptions and Role Play before and after the TBLT with corrective feedback intervention

<i>Learner A. buying tickets for travel</i>	
Before Intervention Word Count 52	After Intervention Word Count 65
<i>(Transcript of Picture Description)</i>	
a. The picture had, eh, two peoples. The man buy ticket and the woman one sold. <i>(word count 16)</i>	a) The picture shows two people in the ticket booth. The man buys ticket and the woman sell. <i>(word count 18)</i>
<i>(Transcript of Role Play)</i>	
b. Welcome the to, eh, ticket reservation booth. How to help you? <i>(word count 11)</i>	b) Welcome to the ticket reservation booth. How can I help you? <i>(word count=12)</i>
c. Me travelling to Hong Kong. <i>(word count 6)</i>	c) I am travelling to Hong Kong. <i>(word count 7)</i>
d. And.....One eh is make me reserve ticket. <i>(word count 8)</i>	d) I would like to reserve for a ticket. <i>(word count 9)</i>
e. Me choose morning flight. <i>(word count 5)</i>	e) I prefer morning flight. For my travel. <i>(word count 8)</i>
f. Eh.....Please booked me on flight. <i>(word count 6)</i>	f) Please book me on flight that fits my schedule. Thank you. <i>(word count 12)</i>
<i>Learner B. borrowing books in the library</i>	
Before Intervention Word Count 45	After Intervention Word Count 61
<i>(Picture Description)</i>	
g. Ahmmmmmm,,,,,I see picture the ahmmmm librarian and student. <i>(word count 9)</i>	g. In the picture, I can see a male student borrowing books to the librarian. <i>(word count 15)</i>
<i>(Transcript of Role Play)</i>	

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| <p>h. I am looking to this book. (<i>word count 7</i>)</p> <p>i. Soooooo, You have check the computer system? (<i>word count 8</i>)</p> <p>j. It say the book is to that shelf, but cant find. (<i>word count 12</i>)</p> <p>k. I...I...I tell you when I got the books. (<i>word count 9</i>)</p> | <p>h. I am trying to find this book in this library. (<i>word count 11</i>)</p> <p>i. Have you checked the computer system? (<i>word count 7</i>)</p> <p>j. The computer says the book is located on the shelf, but I didn't find it there. (<i>word count 17</i>)</p> <p>k. Alright. I'll let you know when I get the book. (<i>word count 11</i>)</p> |
|--|---|

Learner C. Enrolling for a course

Before Intervention Word Count 30	After Intervention Word Count 49
<i>(Picture Description)</i>	
l. I'm see in the picture here student and registrar. (<i>word count 10</i>)	l. The picture shows a student enrolling for a course and talking with the registrar. (<i>word count 15</i>)
<i>(Transcript of Role Play)</i>	
m. What course you trying to take? (<i>word count 6</i>)	m. What course are you trying to take? (<i>word count 8</i>)
n. I am take engineering course. (<i>word count 5</i>)	n. I am interested to take engineering. (<i>word count 7</i>)
o. Tell your name here. (<i>word count 4</i>)	o. Can you tell me your name and register here. (<i>word count 10</i>)
p. Tell me here my schedule. (<i>word count 5</i>)	p. Kindly tell me my class schedule. Thank you. (<i>word count 9</i>)
Total Word Count 127	Total Word Count 176

As the data shows in Table 1, the respondents show improvement in the speed of producing speech. It is evidential that the cases have increased the number of words they speak before the TBLT approach was utilized. It can be practically explained that the outcome of TBLT provided greater interactions among the learners which helped them gained speech production automaticity.

Consequently, the learners also manifested improvement in their grammatical language accuracy which is apparent in Table 1. For instance, in the picture descriptions found in the first column before the intervention, the learner A engaged on the task of buying ticket for travel said “a) *the picture had, eh, two peoples. The man buy ticket and the woman one sold.*” When he said after the intervention “a) *the picture shows two people. The man buys ticket and the woman sell.*” Accordingly, Learner B on the task borrowing books quoted “g) *I see picture the librarian and student*”, when he told after the intervention “g) *In the picture, I can see a male student borrowing books to the librarian.*”; Moreover, Learner C on Enrolling course said “l) *I'm see in the picture here student and registrar.*”, when in the intervention he quoted “l) *The picture shows a student enrolling for a course and talking with the registrar.*” Analysis of the speeches by the students on the picture descriptions after the intervention of TBLT with corrective feedback showed improvement. In some occurrences, it was not easy to understand what the learners are saying before the intervention due to grammatical lapses and inaccuracy of using words in English language. But by contrast, after intervention, the speeches ran clearly despite the presence of some grammatical inaccuracies.

In addition, transcript of speeches of the students in the role play before the intervention (Table 1) shows that Learner A engaged on the task of buying tickets for travel mentioned (“*Welcome the to, eh, ticket reservation booth. How to help you?*” | “*Me travelling to Hong Kong.*”, “*One eh is make me reserve ticket*”, “*Me choose morning flight.*”; and “*Please booked me on flight.*”) Showed improvement of saying (“*Welcome to the ticket reservation booth. How can I help you?*”, “*I am travelling to Hong Kong*”, “*I would like to reserve for a ticket.*”, “*I prefer morning flight. For my travel.*”, “*Please book me on flight that fits my schedule. Thank you.*”) after the implementation of TBLT with corrective feedback. This also shows that aside from grammatical accuracy observed, the respondents were also able to elaborate clearly their statements without the presence of language fillers (*eh, ah, and ahmmmm.*).

A similar elaboration is found after the intervention where Learner B on the task of borrowing books in the library clearly said (“*I am trying to find this book in this library.*”, “*Have you checked the computer system?*”, “*The computer says the book is located on the shelf, but I didn’t find it there.*”, and “*Alright. I’ll let you know when I get the book.*”) it is noticeable that there was a clear language expression found in the responses of the students after the intervention. For Learner C statements on enrolling for a course after the intervention positively showed clearer transcript when he said “*What course are you trying to take?*” from the former statement “*What course you trying to take?*”; “*I am interested to take engineering.*” From the statement “*I am take engineering course.*”; “*Can you tell me your name and register here.*” From the statement “*Tell your name here.*”, and lastly “*Kindly tell me my class schedule. Thank you.*” from his statement “*Tell me here my schedule.*” A notable progress is clearly seen from the transcript of the statements of the learners after the intervention.

Perusing Table 1 for further analysis of the word count, it showed that the respondents have obtained a total word count of 176 after the use of TBLT with corrective feedback greater than the total word count of 127 before the intervention. This shows that the intervention increased students' English language vocabulary. This finding is evocative to Crowther, Trofimovich, Isaacs, & Satio (2015) that narration or description from pictures provided learners with vocabulary hence improving speech speed production.

It can be inferred that the use of verbs during task interaction and collaboration could improve grammatical competence. In general, finding this study supports the concept of positive learning engagement since the more engagement in tasks the learners have they tend to develop a higher level of speaking fluency and accuracy by way of maximizing their speech production automaticity, developing interactional language skill, increasing grammar accuracy, and utterance elaboration. This result of the study implies that when Malaysian EFL learners are being supported with the TBLT method, the better chance of developing their fluency and accuracy in speaking.

Discussion and comparison of the findings of this study to previous literature showed that fluency and accuracy of the students improved after the implementation of TBLT. The improvement is attributed to the utilization of tasks focusing on linguistic forms and meaning which is supported by Housen & Kuiken (2009) affirming that accuracy and fluency complement each other through purposive task-based teaching and learning. During the implementation of the TBLT approach with corrective feedback, a description of pictures and actual role-play of the tasks were recorded before and after. In the implementation phase, the Malaysian EFL learners were properly engaged in the tasks of role playing buying tickets for travel, borrowing books in the library, and enrolling a course as task-based language activities. The use of strategies to keep a spontaneous flow of discourse was also observed. The general finding of this study agrees with numerous language researches showing evidence that TBLT enhances speaking fluency and accuracy (Albino, 2017; Xiongyong & Samuel, 2011; Annamalai, 2019; Rohani, 2011; Ellis, 2009; Hismanoglu & Hismanoglu, 2011; Buriro & Hayat, 2010).

Test of Difference on the Pre and Post Scores on Perception and Attitude towards Speaking Before and After the Used of TBLT with Corrective Feedback

The second specific research purpose supplements the first research objective. It ascertains the perceptual and attitudinal effects of TBLT with corrective feedback towards English language speaking before and after the implementation of the intervention. Likewise, the effect size was calculated to describe how the intervention improves the learners' perceptions and attitudes.

Table 2 shows the test of difference in the learners' perception before and after the utilization of TBLT with corrective feedback in Malaysian upper secondary. Results showed that there is a significant difference in the perception of the learners towards speaking before and after the implementation of TBLT with corrective feedback as evidenced by the computed p-value of 0.000 and a large effect size of 0.70. The significant changed on the perception of the respondents from fair (X=3.22, SD=0.267) to strongly agree (X= 4.20, SD= 0.30) is observed which is highly attributed to the effectiveness of the intervention.

Table 2. Means, Standard Deviations and Test of Difference on the Perception of the Respondents towards Speaking before and after the Implementation of TBLT with Corrective Feedback

Perception	Mean Score	Interpretation	SD	Mean Diff	t-value	p	Effect Size (d)
Pre-Perception	3.22	Fair	0.267	-1.195	-7.686	0.000*	0.70*
Post- Perception	4.20	Strongly Agree	0.302				

*= Significant at 0.01 level ns= not significant d=Effect Size Convention (Cohen's d): Large Effect Size

The result suggests that a highly favorable perception towards speaking is seen with the use of TBLT in the Malaysian EFL classroom. The students were able to exhibit tasks where communication is the goal. The tasks they performed focused on meaning where the target language is used. It also manifests that with the student-centered language teaching principles of TBLT, the students were able to perceive themselves better in speaking after the intervention. Similar findings have been disclosed by language researchers in Malaysia with regards to the of TBLT in the classroom on the perceptions of TBLT (Liu, Mishan, & Chambers, 2017; Toomey, Zhou, & Yan, 2019; Zada, 2018).

Table 2 also shows the test of difference in the learners' attitude towards speaking before and after the implementation of TBLT with corrective feedback. The gain effect of 0.70 shows that there is an increase in the attitude of the respondents towards speaking. The table reveals that the computed p-value of 0.00 is lesser than 0.01 shows a significant difference. The significant change in the attitude of the respondents from fair (X= 3.12, SD= 0.32) to highly favorable attitude (X=4.35, SD= 0.40) is noticeable which is highly attributed to the effectiveness of TBLT with corrective feedback as the intervention.

Table 3. Means, Standard Deviations and Test of Difference on the Attitude of the Respondents towards Speaking before and after the Implementation of TBLT with Corrective Feedback

Attitude	Mean Score	Interpretation	SD	Mean Diff	t-value	p	Effect Size(d)
Pre-Attitude	3.12	Fair	0.320	-1.228	-18.544	0.000*	0.70*
Post- Attitude	4.35	Highly Favourable	0.402				

*= Significant at 0.01 level ns= not significant d= Effect Size Convention (Cohen's d): Large Effect Size

This implies that after the exposure of the respondents to the TBLT with corrective feedback, they were able to have a higher score in their attitude. Therefore, there is a significant difference in the pre and post attitude scores of the Malaysian EFL learners. In the activity, the respondents were able to show favorable attitude towards speaking with the use of TBLT with corrective feedback implies that their interest was activities in such a way that they were provided a relaxing classroom climate to

promote the use of target language. Hence, their engagement focused on the purposeful and meaningful-based real-world context and collaboration. The finding on the favorable attitudinal effect of TBLT to learners in the Malaysian context is reminiscent of the previous language studies of experts in Malaysia (Tan, 2016; Tseng, 2017; Zeng Miaofen & Zhong Zhengcheng, 2017; Peng, 2018; Peng & Pyper, 2019; Manokaran *et al.* 2018).

Implications to Language Teaching

Results of this study raise consequences for language teaching not only in the context of Malaysian EFL classrooms, but in the quest for enhancing ESL learners' communication skills to the global level. Language teachers can commonly use TBLT to provide better learning opportunities for students. The following are potential implications: (1) language teachers will be able to better incorporate TBLT not only in language subjects but in other learning areas because it has a good platform to help learners address speech barriers; (2) there is a need for ongoing professional growth for language arts teachers based on advantages and other approaches associated with TBLT.

Implications to Future Studies

Although a plethora of literature has verified the effectiveness of the TBLT method in language instruction, this analysis was performed using case study and pre-test-post-test formats to better close the research void by looking at the real experiences of Malaysian EFL students in upper secondary school using TBLT with constructive input to enhance their speech fluency and accuracy. The result shows that in language learning, the use of TBLT therapy is effective in improving speech abilities as well as its visual and attitudinal effects. As consequences for future research, as this analysis used only a small number of cases and the simplistic configuration of the experimental process, similar studies need to be repeated or reconnected considering the incorporation of other similarly significant variables, such as instructor and student temperament indicators, socio-economic background of learners and other school-related factors that can be compared. Likewise, to validate test results, a longer period of analysis using certain alternative testing approaches can be performed.

CONCLUSION

In addition, it sought to examine the feasibility of improving speech fluency and accuracy of Malaysian Upper Secondary Education EFL learners using the Task-Based Language Teaching (TBLT) Corrective Feedback Approach. Using a hybrid research method with 44 randomized subjects, case study review and pre-test post-test survey were performed. Important features of the results revealed that using TBLT is an efficient student-centered teaching approach to improving Malaysian EFL learners' speech fluency and accuracy as demonstrated by increased speech automaticity, grammatical language accuracy, and word counts. Whereas, by using TBLT interference, it substantially improved the understanding and attitude of learners to English-speaking. Findings raise concerns for language instruction and research. Typically, as Malaysian EFL learners are assisted with the TBLT process, the greater chance of improving their fluency and speech precision. Likewise, when encouraged and inspired to express the greater faith they show in real-world language implementations, the TBLT approach was deemed an effective student-centered teaching tool to improve their communicative abilities.

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