

Student Attitudes Toward Task-Based Language Teaching: Insights from a Materials Development Study

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Abstract. While task-based language teaching (TBLT) has proven effective in developing language skills, further study is required to explore its impact on public speaking. This study examines university students' perspectives on task-based materials in enhancing English proficiency and public speaking. Through a questionnaire, students rated aspects like task usefulness, enjoyableness, and engagement, with findings analyzed using descriptive statistics. Results showed that students felt the materials effectively improved their English and public speaking skills. They also expressed high satisfaction, ease of use, and found the tasks both enjoyable and challenging, indicating that task engagement was positive. Overall, the study highlights the importance of well-designed TBLT materials in fostering motivation and enhancing learning outcomes.

Keywords: Attitudes, Task-Based Language, Motivation

1 Introduction

The use of task-based language teaching (TBLT), which centers on real-world communicative tasks that mimic language use in everyday situations, has long been acknowledged as a reliable approach for second language acquisition. In contrast to traditional language teaching approaches that place a higher priority on rote memorization or grammatical structures, TBLT emphasizes engagement and meaningful communication, enabling students to utilize language in context. It encourages the development of communicative competence in students, which is a crucial aspect of language learning, by giving them activities that reflect real-world scenarios [1], [2]. Despite the fact that a large body of research supports its application for greater general language competency, the majority of the research that has already been conducted has focused on how TBLT affects language outcomes rather than how it can help students improve their oral presentation skills. Research on speaking in TBLT settings has primarily examined conversational fluency or pronunciation, paying little attention to the unique requirements of public speaking [3], [4]. Though it relates to conversational skills, public speaking presents particular difficulties for students, including how to organize their ideas, use language that persuades others, and regulate their voice and body language.

In other words, while previous studies have confirmed the benefit of TBLT in enhancing general language proficiency, how much this approach can help with more complex oral communication skills like public speaking remains under-explored. Thus, in order to meet these specific needs and maintain the task-based principles of genuine communication and active learner involvement, materials supporting the development of public speaking abilities should be carefully created. This study seeks to bridge a significant gap in the TBLT literature by investigating students' perceptions of the efficacy of task-based materials that address public speaking and English language competency.

It should be noted that one of the main obstacles in applying TBLT for public speaking is keeping the tasks relevant and meaningful to the learners' real-world demands. According to research, TBLT tasks be in line with students' objectives and the kinds of situations they are likely to face outside of the classroom in order for it to be effective [5]. When it comes to public speaking, this entails creating activities that mimic talks, presentations, or debates that students might encounter in their academic or professional careers. In the simplest terms, tasks should not only train students' language proficiency but also provide them a chance to practice the emotional and cognitive abilities needed for public speaking, such as content organization, anxiety management, and audience engagement.

Since motivation and positive engagement are essential for successful learning outcomes, student attitudes toward instructional materials play a critical role in determining their effectiveness [6]. Prior research has demonstrated that students' willingness to actively participate in language learning activities is greatly increased when they find tasks enjoyable and comfortable [7]. Task satisfaction and perceived relevance are particularly significant in the context of TBLT as they influence students' desire to devote time and effort to the activities, which in turn improves learning results [8]. On the other hand, very little is known about how students evaluate the difficulty and applicability of task-based materials that are particularly made for public speaking.

Therefore, this study aimed to investigate whether students perceive task-based materials as both entertaining and engaging when used to improve public speaking competencies as well as useful for enhancing their language proficiency. The study also addresses the more general problem of material design in language instruction by concentrating on students' perceptions toward the materials employed in this study. According to [9], resources that are effective should be accessible, meet the needs of the learners, and provide just the right amount of challenge to maintain the students' interest. The needs analysis used in this study guided the creation of the study's materials, which indicated that public speaking and English competence were crucial learning objectives for the participating students. This study offers the chance to assess if students thought the resources were helpful for their learning and if they were successful in meeting these two needs.

In summary, this study expands the use of TBLT to the field of public speaking, which adds to the growing corpus of research on the subject. It attempts to fill a major gap in the body of research by offering insights into how students react to task-based materials intended to improve both general language competency and public speaking abilities. This study provides insights for the development and implementation of more comprehensive language learning programs that address the many needs of today's English learners by looking at students' perceptions toward these materials.

2 Method

This section presents the research design, instruments, procedures, and data analysis employed in this study. This study is a component of a broader R&D project aimed at creating public speaking materials that fit within the framework of task-based language teaching. A survey-based methodology was utilized to collect the opinions and attitudes of students regarding the materials designed to enhance their public speaking abilities.

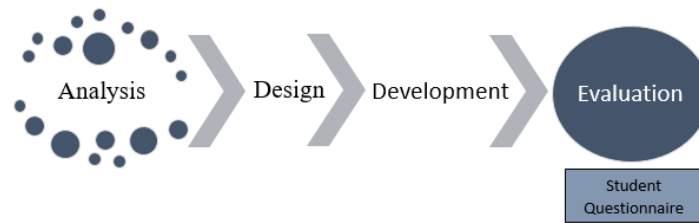


Fig. 1. Research and Development Model

2.1 Research Design

As part of a larger framework for research and development (R&D), the survey methodology was used in this study's research design. The goal of R&D in educational research is to create, evaluate, and improve instructional materials or treatments. Here, the emphasis was on creating materials for public speaking that would improve the students' public speaking and English language proficiency. The purpose of the survey component of the research design was to collect empirical data regarding the attitudes of students toward the materials created using a task-based language teaching (TBLT) methodology.



Fig. 2. Task-Based Methodology

This study aimed to address two main research objectives: (1) to assess the usefulness, enjoyment, and engagement of the TBLT-based public speaking materials as perceived by the students; and (2) to investigate the perceived influence of these materials on the students' public speaking and English language proficiency. Through the use of a survey, the researchers were able to collect quantitative data regarding the attitudes of a particular group of participants—an English language education class—about the course materials.

This study was conducted at a state-owned university in Medan, Indonesia, where the curriculum included public speaking courses, fitting the study's focus on materials development. Multiple elements of students' perceptions toward the contents were measured using a Likert-scale questionnaire.

2.2 Participants

This study included one English language lecturer and an intact class of twenty-five students enrolled in a state-owned university in Medan that offered English language education courses. The materials utilized in this study were prepared as part of the public speaking course that the students were enrolled in.

Convenience sampling was used to choose the participants because the study was carried out in the researcher's academic context. The students in the class were a mixture of 18 and 22 year old undergraduates specializing in English language education. Students of all genders took part in the study, however gender was not the main focus of this study. Before enrolling in the course, many of the students had minimal exposure to formal public speaking instruction, despite their past experience with the English language.

2.3 Instruments

A Likert-scale questionnaire intended to elicit student opinions of the created task-based public speaking materials served as the main research instrument in this study. The 16 items in the questionnaire were designed to gauge three important aspects: 1) Material usefulness: The degree to which students thought the materials were pertinent and helpful in enhancing their English language and public speaking abilities, 2) Enjoyment: How much fun students had when completing the public speaking tasks and activities that are part of the materials, and 3) Engagement: The degree to which students took an active and focused part in the public speaking tasks. Likert scales with five points were used for each topic on the questionnaire; responses ranged from "Strongly Disagree" (1) to "Strongly Agree" (5). Students' opinions toward the four areas of interest were measured using this scaling technique.

2.4 Procedures

The students were exposed to the task-based public speaking materials as part of their public speaking course throughout the duration of one academic semester. Real-world tasks that required students to participate in debates, give presentations, and practice impromptu speaking were incorporated into the materials' design. The tasks were in line with TBLT tenets, which place a strong emphasis on meaningful task completion in the target language and communicative language use. Three primary steps were included in the data collection procedures as follows:

- a. Preliminary introduction:
The students received an overview of the study and its purpose at the start of the semester, along with information about the nature of the study. The students understood that the survey would be voluntary for them to participate in and that their answers would remain anonymous.
- b. Public speaking material implementation:
Throughout the semester, the students used the recently created materials to perform a number of task-based public speaking activities. With the use of scaffolded tasks ranging from casual speaking activities to more formal presentations, these materials were created to progressively increase students' proficiency in public speaking.
- c. Survey administration:
After the students finished all of the public speaking tasks for the semester, the questionnaire was given to them to obtain their opinions on the material contents. Students had 20 minutes to complete the questionnaire that was delivered to them during class. Any queries the students had about the questionnaire items were answered by the researcher. All the questions in the questionnaire was in the students' native language, Indonesian, to ensure comprehension.

2.5 Data analysis

To summarize the opinions of the students about the task-based public speaking materials, quantitative approaches were employed to examine the data obtained from the Likert-scale questionnaire. The statistical package for the social sciences, or SPSS, was used to conduct the analysis. The responses from the students were entered into SPSS as the initial stage of the data analysis process. The data was compiled using descriptive statistics, which also gave a broad picture of the students' opinions regarding the four main dimensions—usefulness, enjoyment, engagement, and perceived improvement. To ascertain the general pattern in the students' answers, the mean score for every item was computed. This made it easier to determine whether or not students generally agreed with comments about the materials' perceived improvement, usefulness, enjoyment, and engagement. To evaluate the degree of variability in students' responses, the standard deviation for each item was also computed. Students' responses were more constant when the standard deviation was smaller, whereas their perceptions were more variable when the standard deviation was larger. To display the percentage of students who chose each Likert scale response option, frequency distributions were created for each item. This included more information about how students'

opinions were distributed among the five response categories (ranging from "Strongly Disagree" to "Strongly Agree").

In short, this study employed a survey-based strategy for learning about students' opinions about task-based materials for public speaking that were created within a research and development framework. Quantitative data were gathered using a Likert-scale questionnaire, and descriptive statistics were used to evaluate the data in order to compile the students' opinions about the materials' usefulness, enjoyment, and engagement as well as their perceived progress in public speaking.

3 Results

The questionnaire findings for English language education students are presented in this section. These answers offer important new information on how students view the task-based materials designed to enhance their public speaking and English language competency. The results are based on students' opinions of the materials' usefulness, enjoyment, and engagement level as expressed in their answers to 16 Likert-scale items. A summary of the student feedback was given via descriptive statistics, and quantitative analysis was carried out using SPSS.

Table 1. Students' feedback on the task-based materials (n=25)

Usefulness (English language skills)	Mean	Standard Deviation
Q1	4.72	0.46
Q2	4.76	0.44
Q3	4.80	0.41
Q4	4.72	0.46
Q5	4.76	0.44
Q6	4.84	0.37
Overall	4.77	0.43
Usefulness (public speaking skills)	Mean	SD
Q7	4.80	0.41
Q8	4.76	0.44
Q9	4.84	0.37
Q10	4.84	0.37
Q11	4.76	0.44
Overall	4.80	0.41
Enjoyableness	Mean	SD
Q12	4.92	0.28
Q13	4.88	0.33
Q14	4.92	0.28
Overall	4.91	0.30
Engagement	Mean	SD
Q15	4.76	0.44
Q16	4.80	0.41
Overall	4.78	0.42

3.1 Perceived Improvements

The purpose of the first section of the questionnaire was to assess how the students felt about the task-based materials' value in helping them become more proficient speakers of English and in public. Overall, the results showed that students felt the materials were very helpful for practicing public speaking and learning the language.

There was a positive answer to the questions evaluating the materials' value in enhancing English language ability. The majority of students highly agreed, as evidenced by their mean score of 4.77, that the resources improved their English language proficiency. This is in line with the results of the need analysis, which showed that there was a significant need for materials emphasizing real-world, practical communication in language acquisition. Students' capacity to use their language abilities in meaningful circumstances was found to be directly impacted by the use of genuine tasks, such as role plays and real-life scenarios. One of the main goals of these tasks was to provide students practice in speaking and comprehension in a setting that mirrored real-world communication.

The development of public speaking skills was also greatly aided by the materials, according to the majority of students. A solid consensus regarding the efficacy of the materials in this area was indicated by the category's mean score of 4.80. The significance of this finding lies in its validation of a primary objective of the materials development project, which is to enhance students' public speaking skills in conjunction with their overall English language ability. The tasks, according to the students, were centered around organized speaking chances, such as debates, impromptu speeches, and presentations, which gave them the chance to practice both planned and unplanned public speaking. The communicative strategy incorporated into the task-based framework was directly attributed to this development in speaking abilities.

The fact that the students found the materials to be beneficial highlights the fact that the TBLT approach has a twofold effect on developing broad language skills as well as more specific talent like public speaking. It was determined that one of the main reasons for the improvement in these areas was the inclusion of tasks that encourage critical thinking, concept organization, and clear vocal expression.

3.2 Enjoyment and Comfort Levels

The second section of the survey investigated how comfortable and enjoyable the task-based materials were for the students to use. Comfort levels can reveal how well students feel encouraged and confident in finishing tasks, and enjoyment is a crucial component of language learning as it can significantly boost motivation and encourage active engagement.

The findings pertaining to the enjoyment items were especially noteworthy. The students reported that the materials were interesting and engaging. This strong degree of satisfaction implies that the resources were helpful in fostering an enjoyable learning environment in addition to being efficient in developing skills. Through group projects, role plays, and interactive speaking activities, students reported that the task diversity kept them engaged and motivated. By including engaging,

practical tasks that promoted active engagement, the materials were created to prevent the monotony that is often associated with conventional language learning strategies.

Given that affective characteristics like enjoyment are strongly correlated with student motivation and engagement, this high enjoyment score is a significant finding. Students are more likely to put effort into their learning and participate fully in class activities when they enjoy the tasks they are working on. The high degree of satisfaction shown by students in this study suggests that the task-based materials were successful in fostering an engaging and joyful learning environment, which is necessary to sustain motivation in a language learning setting.

With a mean score of 4.91 in the comfort category, the results likewise showed that students felt at ease utilizing the task-based materials. This result implies that the materials were easily available and comprehended, enabling students to participate in the tasks without feeling overburdened. Comfort plays a crucial role in language acquisition, particularly when it comes to activities that call for public speaking, as many students find it difficult to speak in front of people.

Students stated that they felt more confident in their ability to speak because of the tasks' escalating difficulty, which began with easier, less stressful activities and then advanced to more difficult ones. Students felt more at ease finishing the assignments because of the encouraging classroom atmosphere as well as the chances for peer participation and feedback. Students were able to progress at their own speed with this stepwise approach, which further decreased anxiety and raised comfort levels.

3.3 Task engagement

Task engagement, which is crucial for efficient learning, was the subject of the third section of the questionnaire. Students who are actively involved in their education are more likely to participate in class discussions, take an active role in their education, and remember the skills and knowledge they learn through practice.

Students had a high level of engagement with the task-based materials, as seen by their mean score of 4.78 on the engagement items. This score shows that students were engaged in the tasks and thought they were sufficiently difficult. Task-based language instruction has an advantage in that it emphasizes real-world communication tasks that require students to utilize language in relevant situations. The study's participants thought that the materials promoted active engagement and that the tasks were relevant to communication in the real world.

The tasks, according to the students, gave them ample chances to practice speaking English. Students were able to practice a range of communication styles in both official and informal contexts due to the task variety, which included individual presentations, group debates and spontaneous speeches. In addition to keeping students interested, this task variety allowed them to practice a wider array of communication skills. Students' involvement was further improved by the chance to work collaboratively on activities with classmates, where they could share knowledge and hone their speaking abilities in a safe and encouraging environment.

Given the high degree of engagement that students reported, task-based materials are clearly beneficial in promoting student ownership of their learning and active participation. This result is

consistent with TBLT's student-centered approach, which gives students the chance to interact actively with the language and use what they have learned in real-world contexts.

In general, the results of this study show that students' opinions of the task-based materials designed to enhance public speaking and English language competency were overwhelmingly positive. The new materials were well-received by the students and were effective in reaching their intended aims, as indicated by the high mean scores for usefulness, enjoyment, and engagement. The effectiveness of task-based language instruction as a method to improve both general language proficiency and specialized communication skills like public speaking is strongly supported by these results. The results also highlight the significance of creating materials that are entertaining and useful, as these elements can greatly improve learning outcomes and student motivation.

4 Discussion

The study's findings shed important light on how students feel about task-based materials that are meant to help them become more proficient in English and become better public speakers. The materials received a generally positive response from the students, who thought they were fun, helpful, and challenging. As TBLT emphasizes real-life communication and active engagement, these results align with its core principles and demonstrate the effectiveness of the approach in developing communicative competence. The results will be examined in light of previous research as well as experts' opinions from the fields of TBLT and public speaking education.

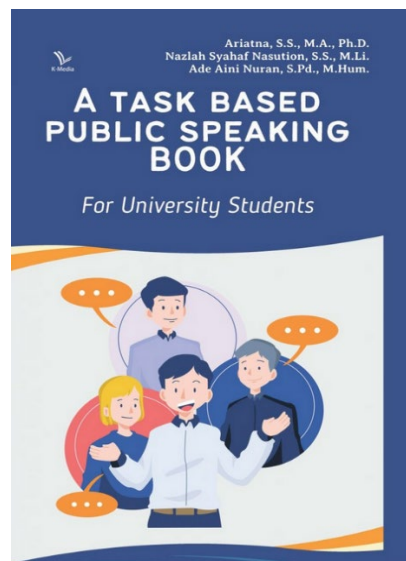


Fig. 3. The Task-Based Materials

Positive feedback on the task-based materials' usefulness is consistent with earlier TBLT research, highlighting the method's potential in enhancing language proficiency. Studies by [1] and [10], which emphasize the importance of TBLT in fostering meaningful language use and communicative competence, corroborate the significant finding, which indicates that students felt the materials were helpful in improving their English language proficiency. The results of this study are consistent with [1]'s claim that communication-focused activities help students utilize language more fluently and naturally. Students were able to practice English in real-world settings that mirrored the communication scenarios they would likely encounter in the future by including real-life tasks like role plays and debates into the curriculum. [4], who stressed the significance of creating tasks that mimic real-world communication in language learning, lends more credence to this.

Students' stated improvement in public speaking abilities further validates the applicability of TBLT to the growth of certain communication skills, like public speaking. This study shows that TBLT can be modified to improve public speaking skills, even though it is often intended to improve general language ability. The idea that TBLT can be a useful approach for enhancing oral communication abilities, particularly public speaking, is supported by earlier studies. [11] and [12], for example, emphasizes the value of activities that develop speaking fluency, correctness, and complexity—all of which are necessary for good public speaking. In a similar vein, [13] argued that speaking tasks help students improve their accuracy and fluency by providing opportunities for practice in appropriate contexts. Furthermore, [14] asserted that speaking confidence among students was found to be much enhanced by language tasks. The favorable feedback from students in this study indicates that TBLT activities aimed at improving public speaking abilities—like debates, impromptu speeches, and planned presentations—are seen as helpful in assisting students in honing these abilities.

The fact that the study's findings agree with the first needs analysis further highlights how important it is to take into account students' actual communication needs when developing instructional materials. Task relevance to learners' communicative needs is critical to the effectiveness of task-based training, as noted by [15]. The high levels of student satisfaction and perceived usefulness in this study can be attributed to the tasks' customization to the students' objectives of enhancing their speaking and presentation skills. The high mean score for both enjoyment and comfort in the task-based materials indicates that students found the materials to be enjoyable and comfortable to use during their learning sessions. This is an important finding because it has been demonstrated that students who enjoy their learning are more motivated and engaged, which improves learning outcomes [16]. Accordingly, [2] stress how crucial it is to develop interesting and fun activities in order to keep students' interest and enthusiasm in TBLT.

When studying public speaking, an area that frequently causes learners to feel anxious and uncomfortable, enjoyment and comfort in the process are very important. Research on the topic of public speaking anxiety [17] indicates that fostering a fun and encouraging learning atmosphere can assist reduce anxiety and improve students' performance on public speaking tasks. The study's task-based materials gave students a fun, stress-free setting to practice public speaking, which probably helped them feel more at ease. Students' willingness to take chances and actively participate in the activities is also greatly influenced by their comfort level. Learners are more likely to pick up language when they are at ease and not under threat, as stated by [18] in his affective filter theory. Furthermore, interesting and fun tasks can greatly raise students' motivation, which in turn promotes

greater engagement and learning results [19], [20]. The study's participants reported a high degree of comfort, indicating that the materials were effective in fostering a safe and supportive atmosphere for language and public speaking experimentation, which aided in the development of language and soft skills.

The high mean score in the area of engagement indicated that students' involvement with the task-based materials was also positive. This result lends support to the claim that TBLT's effectiveness depends heavily on student engagement. As students actively participate in utilizing the language in meaningful ways, engagement with tasks promotes deeper learning and improved retention of language abilities [1]. [10] asserts that task-based activities should strike a balance between being hard enough to foster language development and manageable enough to prevent frustration. The students in this study felt that the materials were interesting and sufficiently challenging, a finding which was also reported by students in [21]'s study on task-based materials development for Junior High School students.

Student involvement is essential for developing the confidence required for good public speaking. [12] posits that students can enhance their public speaking abilities by participating in activities that mimic authentic speaking scenarios. These tasks include helping students organize their ideas, speaking with clarity, and reacting to criticism from the audience. Students' favorable impressions of the task-based materials in this study were probably influenced by the opportunity they had to exercise these abilities in a motivating and encouraging setting. In addition, research has consistently shown that learners are more motivated and engaged when they find the tasks enjoyable and meaningful [7]. In the case of public speaking, enjoyment can be particularly important, as learners who find the tasks enjoyable are more likely to approach them with a positive attitude, even if they feel anxious about speaking in front of others. Tasks that are interactive, creative, and aligned with learners' interests can help make public speaking less intimidating and more engaging.

Students' reports of a balanced task difficulty level are consistent with [22]'s theory of the zone of proximal development (ZPD), which holds that learning occurs most effectively when activities are a little beyond a learner's current capacity but still doable with the correct assistance. The fact that the students thought the assignments were just challenging enough indicates that the materials were created within their zone of proximity (ZPD), giving them the best learning opportunity that tested them without making them feel overly frustrated. [23] contended that it is critical to have materials that are appropriate for the levels and needs of the students. Furthermore, research by [8] suggests that learners are more likely to engage with tasks that they perceive as relevant to their personal or professional goals. In the context of public speaking, learners who recognize the importance of developing strong oral communication skills for their future careers may be more motivated to participate in public speaking tasks. TBLT offers an ideal framework for creating tasks that are both relevant and meaningful, as it allows educators to design activities that reflect real-world communication scenarios.

By and large, this study offers important new information about how task-based materials might enhance students' public speaking and English language ability. As evidenced by their high scores for comfort, enjoyment, usefulness, and engagement, the students' positive attitudes toward the materials provide credence to the expanding body of research supporting TBLT as a successful method of teaching languages. The study findings further emphasize the value of creating TBLT materials that are both interesting and relevant for students, and they show how effective TBLT can be in helping students develop particular communication skills like public speaking. The results of

this study have clear implications. Task-based language instruction can promote public speaking confidence and communicative competence when it is tailored to meet real-world communication needs. Building on the evidence that task-based approaches can offer students meaningful, engaging, and successful learning experiences, future research should continue to explore the possibilities of TBLT for various language skills and situations.

5 Conclusion

With a focus on enhancing students' public speaking and English language competency, this study sought to investigate how students felt about task-based language teaching (TBLT) resources created for an English language education program. The study offers insightful information about how students view the value, engagement, and efficacy of task-based materials in their language learning process by examining the answers to a questionnaire about student attitudes.

According to the data, students' experiences with the task-based materials were overwhelmingly favorable. Students consistently claimed that the materials helped them improve both their public speaking and English language proficiency. These outcomes demonstrate how the goals of the materials development project—which centered on practicing communication in real-world situations—align with the needs of the students in terms of learning. A growing body of research is demonstrating that TBLT is an effective way to build communicative competence in a variety of language learning contexts, including public speaking. The positive response from students to this approach is particularly encouraging.

Furthermore, most students reported that they felt at ease and enjoyed using the task-based resources. This conclusion is noteworthy because it emphasizes how crucial it is to design engaging learning activities in order to increase student motivation and engagement. The fact that students reported a high degree of engagement, further indicates that the materials were well-designed in terms of task complexity and possibilities for involvement.

Despite the importance of the study's findings, a number of restrictions must be noted. First, 25 students from a single English language education program made up the study's relatively small sample size. Even if the findings offer insightful information, it is possible that they can not be applied to wider populations or other circumstances. To evaluate the results and make sure they apply to various educational contexts and learner demographics, future research should try to replicate the study with a larger and more diverse sample.

The use of self-reported information from the student attitude questionnaire is another drawback. Although the questionnaire gave valuable insights into the way students thought about the materials, self-reported information is prone to bias. Due to social desirability or other outside forces, students may have expressed favorable sentiments, which may not accurately reflect their actual experiences. Further research endeavors may profit from integrating supplementary techniques for gathering data, such conducting interviews or classroom observations, in order to acquire a more comprehensive comprehension of students' attitudes and actions.

It should also be noted that the questionnaire did not thoroughly examine the particular components of the task-based materials that contributed to student pleasure or discontent, even though it did capture broad sentiments toward the materials. Which specific elements of task-based

materials—such as task structure, feedback, and degree of autonomy—are most valued by students and which would need improvement could be the subject of future study. For educators and material makers aiming to improve their methods for task design, this would offer more focused insights.

Additionally, the study examined how the materials were seen by the students as helpful in enhancing their public speaking and English language proficiency. It did not, however, assess the actual learning outcomes in terms of public speaking proficiency or language improvement. Pre- and post-tests or performance evaluations may be used in future studies to see if student reports of positive attitudes are correlated with quantifiable gains in language proficiency. This would bolster the data supporting TBLT's ability to promote communicative competence.

To sum up, it can be concluded that the students responded favorably to task-based language education materials because they found them to be interesting, practical, and pleasurable. Students' requirement for practical communication experience was effectively met by the materials, especially in the area of public speaking practice. These results have significant ramifications for educators and creators of instructional materials, who ought to think about introducing more task-based learning strategies into their instruction to boost engagement and motivation from students.

But there are other drawbacks to the study, such as its limited sample size and dependence on self-reported data. By utilizing bigger, more varied samples and investigating the connection between student attitudes and learning outcomes, future research should try to overcome these constraints. Furthermore, more research into the particular elements of task-based materials that boost student satisfaction will offer insightful information that will help refine the concept and application of TBLT in language learning.

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