THE IMPACT OF TASK-BASED LANGUAGE TEACHING ON NON-ENGLISH MAJORED STUDENTS' SPEAKING PERFORMANCE - A CASE STUDY AT DONG NAI TECHNOLOGY UNIVERSITY

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GENERAL INFORMATION

ABSTRACT

This study investigates the effect of Task-Based Language Teaching (TBLT) on English as a Foreign Language (EFL) students' speaking performance at Dong Nai Technology University. In the 2025 academic year, a total of 162 non–English majored students participated in this case study. The participants were divided into two groups: an experimental group that received training via TBLT, and a control group that was taught using traditional teacher-centered methods. In particular, this method was based on the Presentation–Practice–Production (PPP) model, which required students to generate language in a restricted number of form-focused tasks after teachers introduced linguistic structures and directed them through controlled practice. Speaking tasks in this approach typically prioritized repetition and accuracy over communicative meaning. Therefore, to assess speaking performance, data were collected through pre- and post-tests, as well as classroom observations. The results revealed that students in the experimental group outperformed their classmates in speaking performance, particularly fluency and communicative competence. The findings suggest that TBLT is an effective approach to enhancing EFL learners' speaking performance in higher education. Incorporating task-based activities into English classes' increases learner engagement, supports autonomy, and improves communication-related learning outcomes.

1. INTRODUCTION

1.1. Background of the study

Speaking competence is an important component of communicative competence in English as a Foreign Language (EFL), but many non-English majored students struggle with it due to a lack of authentic interaction, psychological inhibitions, and traditional instruction's overemphasis on grammar and

exams (Alasal, 2025). In Vietnam, like in many other EFL environments, non-majors frequently express challenges such as a lack of vocabulary, an inability to structure ideas rationally, a fear of making mistakes, and a lack of topical knowledge in speaking assignments.

Task-Based Language Teaching (TBLT) is often regarded as a potential alternative to form-focused instruction since it arranges learning around real-world communicative activities. The three-phase structure—pre-task planning, task performance, and post-task reflection or feedback—is intended to promote fluency, interaction, and functional language use. Emerging empirical research in Vietnam shows that TBLT can improve learners' speaking skills. As Ngọc (2023) reported improved speaking performance after an eight-week intervention, but Vu and Pham (2020) identified implementation obstacles in local higher education contexts, such as test pressure, limited proficiency, and institutional limits.

Despite these first findings, a significant research deficit remains. Existing studies are frequently small in size, short in duration, or focused solely on English-majored groups. Furthermore, few studies have looked into the impact of TBLT on non-English-majored students at technological universities, where huge class numbers, varying proficiency levels, and discipline-specific learning needs can all have an impact on the success of communicative techniques. As a result, more rigorous and context-sensitive research is needed to determine how TBLT works within various learning situations and which aspects of speaking performance benefit the most from its application.

Therefore, the current study investigates how TBLT affects the speaking proficiency of 162 Dong Nai Technology University students who do not major in English, paying special attention to three important aspects: interaction, accuracy, and fluency. This study provides more solid empirical data and pedagogical insights to support the successful implementation of TBLT in Vietnam's higher education system by filling in the aforementioned gaps.

1.2. Literature Review

1.2.1. Definition of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is an educational strategy within the larger framework of Communicative Language Teaching that makes meaning-focused activities the primary unit of planning and instruction. According to Nunan (2004), an assignment is "a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on meaning rather than form" (p. 4, for example). TBLT focuses on authentic communication, learner involvement, and the use of real-world language to achieve specific goals. According to Ellis (2017), TBLT increases language learning by establishing situations in which learners negotiate meaning, interact, and receive feedback, resulting in increased fluency and accuracy. Unlike traditional form-focused methods, TBLT integrates language learning with purposeful tasks, increasing student autonomy, problem-solving, and communicative abilities.

1.2.2. Definition of Speaking Performance

Speaking performance is the visible ability of students to speak in a meaningful and understandable way when interacting with others

in real time. Fluency, accuracy, pronunciation, lexical breadth, and interactional competence are some of its intercosnnected dimensions. The grammatical, lexical, and discourse-level skills required for successful communication are highlighted in foundational definitions (e.g., Brown, 2004; Luoma, 2004). However, recent studies indicate that phonetic/phonemic aptitude and auditory processing skills are equally important for L2 speaking (Saito, Kachlicka, Sun & Tierney, 2020; Less precise auditory processing restricts taught L2 speech learning, 2023). In particular, individual variations in how auditory signals are processed can have a substantial impact on the effectiveness of learning L2 pronunciation, which in turn impacts speaking comprehensibility and communicative efficacy.

Speaking performance in an EFL context therefore requires not only linguistic competence (vocabulary, grammar, and pronunciation) but also the perceptual-cognitive ability to process and produce spoken language appropriately. This allows learners to express ideas, respond to others, and participate in meaningful exchanges that are necessary for academic, professional, and everyday communication.

1.2.3. Components of Speaking Performance

This study uses widely accepted speaking performance components that measure both linguistic accuracy and communicative effectiveness in order to give a thorough and multifaceted evaluation of learners' oral skills. Previous studies have highlighted the following components as crucial markers of overall speaking quality.

Fluency:

This is the capacity to speak naturally and fluidly without excessive hesitancy or awkward pauses. Richards (2006) defines fluency as the capacity of learners to focus on meaning rather than linguistic form while maintaining communication flow.

Accuracy

Accuracy measures how closely spoken language adheres to proper use and grammatical standards.

According to Brown (2004), accuracy in speech involves using vocabulary, grammar, and syntax correctly.

Pronunciation

Proper articulation of sounds, stress, rhythm, and intonation are all part of pronunciation, which is the intelligibility of speech.

According to Luoma (2004), clear pronunciation guarantees that listeners may comprehend the speaker without difficulty. Lexical resource, or vocabulary, refers to the variety and suitability of words used in speech. Students' capacity to articulate ideas clearly and appropriately is frequently hampered by a limited vocabulary (Nation, 2013).

Interactive Competence (Interactional Skills): This refers to the capacity to successfully start, carry on, and end conversations. This covers employing discourse markers, taking turns, and seeking clarification (Bygate, 1987).

1.2.4. Previous studies

A number of prior research investigated the efficacy of technology-enhanced and task-based techniques in increasing learners' speaking performance. Overall, these research show that combining mobile applications, computer-based tools, and task-based speaking exercises can

improve different aspects of oral proficiency, such as fluency, accuracy, vocabulary use, and communicative competence.

In the international context, Fang et al. (2020) investigated the efficacy of mobile-supported Task-Based Language Teaching (TBLT) using 66 EFL university students in Taiwan in a quasi-experimental study. According to their findings, the experimental group did better in vocabulary growth and conversational comprehension than the control group. Additionally, students showed increased awareness of methods for increasing accuracy and fluency, indicating the educational benefits of mobile-assisted scaffolding in task-based learning.

As Jedi-Sari-Biglar and Liman-Kaban (2023) investigated how learners' attitudes and vocabulary achievement were affected by mobile-assisted task-based learning. Despite the study's primary focus on lexical development, its results demonstrate the wider advantages of technology-mediated TBLT. Students in the experimental group reported higher levels of motivation and engagement, according to the researchers' findings, indicating that mobile-assisted tasks may promote the affective circumstances required for effective oral communication. This study backs up the claim that using digital tools to improve task-based learning can indirectly improve speaking performance by boosting students' confidence and engagement.

Within the Vietnamese context, several studies have similarly confirmed the positive influence of task-based approaches on speaking performance. Vo and Nguyen (2021) discovered that Task-Based Speaking Activities (TBSA) greatly enhanced learners' pronunciation,

vocabulary, grammar, discourse management, and interactional competence when working with 58 Mekong Delta students who did not major in English. Additionally, students' perspectives toward the use of TBSA in speaking lessons.

At the tertiary level, Pham and Nguyen (2014) conducted a 15-week task-based intervention for 23 English majors at Ba Ria–Vung Tau Teacher Training College. Fluency, lexical diversity, sentence pattern generation, and pupils' self-confidence all significantly improved, according to their findings. The potential of task-based activities to assist speaking development was further underlined by positive student perceptions.

Previous research has shown that computer based tools can enhance learners' oral proficiency. According to Nguyen (2022), computer-assisted speaking exercises significantly increased high school students' vocabulary and fluency when compared to traditional activities, highlighting the expanding significance of digital tools in improving communicative performance.

More recently, Ha, Pham, and Tran (2023) investigated how TBLT was used with 48 EFL students at Dong Nai Technology University. The results showed that TBLT improved learners' motivation and grammar knowledge, two characteristics that indirectly support improved speaking competence, even though their study mainly focused on motivation and grammatical acquisition rather than speaking performance.

Similarly, Ha and Pham (2025) investigated how TBLT is used to improve students' practical English communication abilities. Following the intervention, their findings showed notable gains

in learner confidence, classroom engagement, and communicative ability. The study's findings are consistent with global research demonstrating that TBLT promotes greater engagement and meaningful language usage in Vietnamese schools, even though it concentrated on general communicative skills rather than just speaking. This offers crucial contextual assistance for implementing TBLT in nearby universities.

Meanwhile, Pham (2025) investigated the precise effects of TBLT on speaking fluency through an action research project with Vietnamese university students who did not major in English. Students showed significant improvements in fluency following a 10-week intervention, including decreased hesitation, increased speech pace, and enhanced coherence in oral production. The study demonstrates that TBLT may be successfully applied even in sizable classes of mixed-ability non-majors, which makes it particularly pertinent to Vietnam's technology colleges. These results demonstrate how TBLT may affect several aspects of speaking performance.

Overall, the majority of these research concentrated on either overall language skills, particular linguistic components, or learner perceptions, even if they consistently demonstrate the efficacy of task-based and technology-enhanced approaches. The combined effects of task-based instruction and technology support on university students' speaking ability in the Vietnamese environment, notably at Dong Nai Technology University, have not been thoroughly studied. This gap serves as justification for the current study, which attempts to add to the body of knowledge by providing more focused data on how task-based education might improve students' English speaking skills.

2. METHODOLOGY

2.1. Research Design

This study employed a mixed-methods quasi-experimental design that integrated both quantitative and qualitative approaches to examine the impact of Task-Based Language Teaching (TBLT) on students' speaking performance. Intact classes were assigned to either the experimental or control group, making this study quasi-experimental in nature. Traditional teacher-centered methods were used to teach the control group, while TBLT was used to teach the experimental group. Over the course of a 10-week intervention, the design made it possible to compare the two groups' speaking performance in a methodical manner. After the intervention, both groups took post-tests to gauge their progress and pre-tests to determine their baseline proficiency. To increase the validity of the data, a post-intervention questionnaire and classroom observations were also carried out to triangulate findings.

2.2. Research Questions

This study was guided by the following research questions:

1. To what extent does Task-Based Language Teaching (TBLT) improve the speaking performance of non-English-majored students at Dong Nai Technology University?

2. How does TBLT influence specific components of students' speaking performance, including fluency, accuracy, pronunciation and interaction?

3. What are the observable differences in classroom engagement between students in Task-Based Language Teaching (TBLT) and their peers in the Teacher-centered teaching classes?

2.3. Participants

162 non-English majors who were enrolled in English classes at Dong Nai Technology University in the 2025 academic year made up the participants. In line with the quasi-experimental design, whole classes were assigned to either the experimental group (n = 81) or the control group (n = 81), rather than individual randomization. According to the results of the university placement test, all participants had intermediate English competence. Since none had previously used TBLT, learning backgrounds were guaranteed to be comparable.

2.4. Research Instruments

To collect both quantitative and qualitative data, three main instruments were employed in this study:

Speaking Tests (Pre-test and Post-test).

To evaluate students' spoken performance both before and after the intervention, two speaking exams were created. Three communication tasks made up both tests: (a) describing a visual, (b) role-playing, and (c) having a brief group conversation. The exercises were chosen to assess the four main aspects of speaking performance: interaction, pronunciation, accuracy, and fluency. A standardized rubric that was modified from Brown (2004) and Luoma (2004) was used by two independent raters to evaluate the audio recordings of the students' performances. Inter-rater agreement was computed to guarantee reliability, and disagreements were debated until an agreement was obtained.

Student Questionnaire

The experimental group was given a post-intervention questionnaire to collect their opinions on Task-Based Language Teaching (TBLT). Twenty items made up the survey, which was broken down into four categories: (a) motivation and engagement; (b) perceived progress in speaking; (c) interaction and teamwork; and (d) learner autonomy and confidence. A five-point Likert scale with 1 denoting "strongly disagree" and 5 denoting "strongly agree" was used to measure the responses. Additionally, a number of open-ended questions were used to get qualitative input from students regarding their experiences in the classroom.

Validity and Reliability

To ensure content validity, two experts in applied linguistics and English language education analyzed the questionnaire items, assessing their clarity, relevance, and conformity with the study's aims. Their criticism prompted necessary improvements. Prior to official administration, the questionnaire was piloted with a group of 20 students who were not participants in the main study to assess item comprehensibility and structural coherence.

The internal consistency reliability of the questionnaire was assessed using Cronbach's alpha. The study found great reliability, with an overall Cronbach's alpha coefficient of $\alpha = 0.87$, indicating strong internal consistency across all four subscales.

Classroom Observation

As an additional qualitative technique to better understand students' participation and interactions throughout the intervention, classroom observation was used. The observation's goal was to record how students reacted to various teaching strategies, with an

emphasis on how the experimental group's engagement in task-based activities differed from the control group's participation in conventional classes.

To guarantee methodical data collection, an observation checklist modified from Ellis (2003) and Nunan (2004) was employed. Several categories were covered by the checklist:

• Student engagement: the regularity of speaking out, paying attention, and actively participating.

• Language Use: the degree to which students communicated in English, including their attempts at meaning negotiation and self-correction.

• Interaction Patterns: examples of teacher-student interactions, group projects, and pair work.

• Task Completion: the capacity of students to work together and successfully finish tasks that are given to them.

• Affective factors: indications of drive, assurance, or nervousness during class exercises.

During the 10-week intervention, two trained observers observed both groups' courses on an independent basis every two weeks. Every observation session lasted 90 minutes, which is the same amount of time as a typical class term. After every session, both observers reviewed and discussed their notes to settle disagreements and guarantee uniformity in their assessments, which improved reliability.

The two primary purposes of the qualitative insights gleaned from classroom observations were (1) to contextualize the quantitative test results and (2) to draw attention to observable classroom dynamics, such as students'

enthusiasm, peer collaboration, and communication strategies that test scores alone were unable to capture.

2.5. Data Collection Procedures

Dong Nai Technology University's data collection method took place over the course of ten weeks in three stages during the 2025 academic year.

Phase 1: Administration of the Pre-test

To determine baseline proficiency, a speaking pre-test was given to the experimental and control groups during the first week. Three tasks made up the test: (1) describing an image, (2) acting out a scenario, and (3) having a brief group discussion. For scoring reliability, each student's performance was audio recorded while they were being evaluated separately. Two separate raters used the speaking rubric modified from Luoma (2004) and Brown (2004) to assess the recordings.

Phase 2: Intervention in Instruction

The experimental group was taught utilizing Task-Based Language Teaching (TBLT) from weeks two through nine, whereas the control group was instructed using conventional teacher-centered techniques.

• The control group adhered to a conventional syllabus that included vocabulary drills, grammar explanations, and teacher-led speaking practice; the experimental group's lessons included task-based activities like information-gap exercises, problem-solving tasks, and role-plays, emphasizing authentic communication.

Both groups' classrooms were observed every two weeks throughout this time. Ninety minutes (the typical class period) were allotted

for each observation session. In order to document classroom interaction, engagement, and English usage, observers filled out organized checklists and collected detailed field notes.

Phase 3: Questionnaire and Post-test

The speaking post-test, which was given to both groups in week ten, followed the same format as the pre-test but included distinct activities to avoid practice effects. The same two raters once more recorded and independently evaluated performances. A post-intervention questionnaire intended to elicit the experimental group's perceptions of TBLT was also filled out. In addition to open-ended questions to collect qualitative input, the questionnaire featured Likert-scale measures on engagement, perceived improvement, and learning satisfaction.

Ethical Considerations

Participants were given information about the study's objectives and reassurance that their answers and performance information would be kept private before any data was collected. Participation was voluntary, and informed consent was obtained from all participants.

2.6. Data Analysis Procedures

To provide a thorough grasp of the impact of Task-Based Language Teaching (TBLT) on students' speaking performance, a mixed-methods approach was used for data analysis, integrating quantitative statistical testing with qualitative thematic analysis.

Quantitative Data Analysis

SPSS version 26.0 was used to examine the speaking pre-test and post-test scores. Three steps were taken in the analysis process:
Descriptive Statistics: To characterize general patterns in speaking performance, means, standard deviations, and score distributions were computed for both the experimental and control groups.
Inferential Statistics: To ascertain whether there were any appreciable gains over time, pre-test and post-test scores within each group were compared using paired-sample t-tests.
- To determine if the TBLT intervention resulted in statistically significant differences, independent-sample t-tests were used to compare the experimental and control groups' post-test findings.
- To measure the magnitude of improvement between groups, effect sizes (Cohen's d) were calculated, offering a more insightful interpretation than p-values.

Sub-skill Analysis: Using the modified rubric, speaking performance was examined in four areas: interaction, pronunciation, accuracy, and fluency (Brown, 2004; Luoma, 2004). This made it possible to comprehend more precisely which parts of speaking were most improved by TBLT.
The speech tests were evaluated independently by two qualified raters to guarantee inter-rater reliability. Cohen's kappa coefficient was used to compare their ratings, and disagreements were settled by discussion.

Qualitative Data Analysis

In order to supplement and triangulate the quantitative findings, data from student questionnaires and classroom observations were evaluated.

• *Classroom Observation Notes*: Field notes and observation checklists were methodically examined. To find reoccurring patterns in student interaction, engagement, and affective reactions

(such as motivation, confidence, and communication willingness), a thematic coding scheme was created. The following themes were classified and compared between groups: classroom involvement, peer collaboration, and the use of English during activities.

• Survey Responses: Students' opinions of TBLT were summed up using descriptive analysis of Likert-scale items (frequencies, percentages, and mean scores). In order to identify the advantages and difficulties that students described, all open-ended responses were submitted to content analysis.

The study made sure that the research questions were thoroughly examined by combining statistical analysis with qualitative insights. While qualitative studies provide contextual evidence on how and why TBLT impacted students' learning processes, quantitative data demonstrated quantifiable increases in speaking skills.

3. FINDINGS AND DISCUSSIONS

3.1. Speaking Test Results

To assess the effect of TBLT, pre-test and post-test scores from both groups were compared.

Table 1. Comparison of Pre-test and Post-test Scores between Groups.

Group	N	Pre-test M (SD)	Post-test M (SD)	Gain Score
Experimental (TBLT)	81	65.20 (7.10)	78.42 (6.85)	+13.22
Control (Traditional)	81	64.85 (6.95)	70.15 (7.21)	+5.30
Group	N	Pre-test M (SD)	Post-test M (SD)	Gain Score

Note. Scores are based on a 100-point speaking rubric.

These findings suggest that TBLT had a stronger positive effect on students' speaking performance than traditional methods.

• Paired-sample t-tests showed significant improvement in both groups from pre-test to post-test, although the experimental group outperformed the control group in speaking performance.

• Independent-sample t-tests revealed a significant difference in post-test scores between the experimental group (M = 78.42, SD = 6.85) and the control group (M = 70.15, SD = 7.21) (t(160) = 7.52, p <.001).

• The experimental group improved significantly in fluency (M = 4.15) and interaction (M = 4.20), but only moderately in accuracy and pronunciation.

3.2. Results from the Student Questionnaire

The experimental group (n = 81) was given a post-intervention questionnaire to assess their impressions of Task-Based Language Teaching

(TBLT). The questionnaire included 20 topics that addressed involvement, perceived language improvement, interaction, and attitudes toward TBLT. Responses were scored using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Table 2. Descriptive Statistics of Student Questionnaire Responses (n = 81).

Dimension	Example Items	M	SD	Interpretation
Engagement and Motivation	"TBLT made learning English more enjoyable."	4.32	0.61	High
Speaking Improvement	"I improved my fluency and confidence in speaking."	4.21	0.65	High
Interaction and Collaboration	"Group tasks helped me communicate and work with peers."	4.45	0.58	Very High
Autonomy and Confidence	"TBLT encouraged me to solve problems independently."	4.10	0.70	High

Note. Items were rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Quantitative Results

The analysis of the Likert-scale items revealed generally good sentiments of TBLT.
• Most students (M = 4.32, SD = 0.61) found task-based classes more engaging and motivating than traditional approaches for learning English.
• Students reported improved speaking fluency and confidence (mean = 4.21, SD = 0.65). Many students believed that the communicative assignments provided additional opportunities to utilize English in authentic settings.
• Peer contact and collaboration were highly valued (M = 4.45, SD = 0.58), with students saying that pair and group assignments helped them build communication and teamwork abilities.
• Students assessed TBLT to foster autonomy and confidence (M = 4.10, SD = 0.70), encouraging individual problem-solving and meaning-making.

Qualitative Insights

Open-ended responses gave further evidence of the pupils' positive attitudes. Several students stated that task-based exercises reduced speaking fear and increased active involvement. A pupil stated: "I felt more comfortable speaking English because the tasks were like real situations, not just grammar drills." Another noted, "Working with classmates in group tasks made me more confident and less afraid of making mistakes."

3.3. Results from Classroom Observation

Classroom observations were made biweekly throughout the 10-week intervention in both the experimental and control groups. The data gave valuable qualitative information about student engagement, interaction, and language use in the classroom. *Student's engagement and participation.* Students in the experimental group showed consistently higher levels of participation than their counterparts in the control group. In task-based sessions, over 70% of students were seen actively participating in group discussions or role-playing activities. In comparison, the control

group had lower involvement rates, with around 40% of pupils staying passive or only answering when asked by the teacher.

Language use.

In the experimental group, pupils mostly used English to perform communicative activities. Observers saw frequent instances of meaning negotiation, explanation requests, and self-correction, all of which indicate real target language use. For example, during a problem-solving assignment, students were seen reformulating sentences such that their peers could understand them. In contrast, in the control group, students frequently defaulted to Vietnamese during pair or group activities, with English used primarily for teacher-student interactions. Interaction patterns.

Interaction patterns.

TBLT provided opportunities for dynamic peer collaboration. Students in the experimental group collaborated actively in pairs or small groups, taking turns leading discussions and sharing ideas. This collaborative contact was less pronounced in the control group, where lessons were more teacher-centered and peer-to-peer communication was limited. Observers noticed that pupils in the control group frequently asked inquiries to the teacher rather than their peers.

Task Completion and Problem Solving.

The experimental group had superior task completion and problem-solving abilities. Students were able to arrange their ideas, negotiate roles, and reach conclusions with minimum teacher assistance when participating in role-playing and information-gap exercises. In contrast, the control group struggled to maintain interaction without teacher assistance, and group assignments were frequently left incomplete due to low participation.

Affective responses.

According to the observation notes, TBLT lowered students' speaking nervousness while also increasing their confidence. Students in the experimental group were more eager to take risks, even committing grammatical errors. Laughter, enthusiasm, and voluntary engagement were regularly seen. In contrast, students in the control group were uncertain, avoided eye contact, and showed evidence of hesitation to talk.

Overall, classroom observations indicate that TBLT generated a more engaging, student-centered atmosphere that encouraged active involvement, authentic language use, and collaborative learning. These qualitative findings complement the quantitative results and questionnaire data, indicating that TBLT fostered both cognitive and affective gains among EFL learners.

3.4. Discussion

The purpose of this study was to look at the impact of Task-Based Language Teaching (TBLT) on EFL students' speaking performance at Dong Nai Technology University. The findings of the speaking tests, questionnaire, and classroom observations all provide compelling evidence that TBLT is more effective than typical teacher-centered instruction at improving learners' oral ability and engagement.

Improvements in speaking performance.

The speaking test findings showed that students in the experimental group did much better than those in the control group, notably in fluency and interaction. These findings are consistent with prior research, which found that task-based techniques increase communicative competence by giving learners authentic opportunities to utilize the target language (Ellis, 2003; Willis & Willis, 2007). The significant increases in fluency indicate that frequent

involvement in meaning-focused tasks allowed students to practice spontaneous speech, minimize hesitancy, and acquire confidence.

Learner Engagement and Motivation.

Questionnaire responses and classroom observations demonstrated that TBLT improved student involvement and motivation. Task-based lessons were regarded by students to be more engaging, relevant, and confidence-building than traditional techniques. These findings support Vygotsky's (1978) sociocultural theory, which emphasizes the importance of social interaction and collaborative learning in language development. Peer collaboration, particularly in task-based activities, provided scaffolding opportunities, allowing students to co-construct meaning and promote one another's learning.

Authentic Language Use and Interaction.

The observation data revealed that students in the experimental group used English more frequently and authentically than those in the control group. They engaged in meaning negotiation, clarification requests, and collaborative problem-solving, all of which are critical processes in second language acquisition (Long, 1996). In contrast, students in the control group frequently returned to their first language, reducing opportunities for authentic communicative practice. These findings highlight the importance of activities in establishing circumstances in which English is utilized as a true medium of communication rather than a subject of study.

Affective benefits.

Another significant outcome was the decrease in speaking anxiety and rise in learner confidence among students subjected to TBLT. This emotive factor is critical because anxiety has been proven to impair language learning results (Horwitz, 2001). Learners felt more at ease taking risks and less fearful of making mistakes after engaging in interactive and supportive assignments. This outcome is consistent with Carless's (2009) research, which found that task-based education contributes to pleasant classroom environments that foster learner participation.

Contribution to the Vietnamese EFL Context.

Within the Vietnamese higher education context, where English instruction has traditionally prioritized grammar and rote learning, the findings of this study provide relevant evidence that communicative and learner-centered approaches such as TBLT might improve effectiveness. Similar outcomes have been reported in various Asian contexts (Nguyen & Nguyen, 2018; Vongxay, 2013), indicating that, despite limitations, task-based techniques can effectively improve speaking abilities in EFL classrooms where communicative practice is frequently limited.

In short, the findings corroborate TBLT's theoretical assumptions and highlight the importance of contact, real communication, and learner engagement in second language learning. The convergence of test scores, questionnaire data, and observation evidence supports the conclusion that TBLT is a successful strategy for increasing EFL students' speaking skills, both linguistically and affectively.

4. CONCLUSION

This study looked into the effect of Task-Based Language Teaching (TBLT) on EFL students' speaking performance at Dong Nai Technology University. Findings from speaking tests, student questionnaires, and classroom observations found that students taught using TBLT had greater fluency, interaction, and communicative competence than

those taught using traditional approaches. The strategy also increased learner motivation and participation, demonstrating its usefulness in boosting communication-oriented learning in Vietnamese higher education.

Despite being limited to one university and a brief intervention time, the study provides compelling evidence that TBLT is an effective strategy for enhancing EFL speaking skills. Future research should look into its long-term impacts and broader uses in many contexts.

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TÁC ĐỘNG CỦA VIỆC GIẢNG DẠY NGÔN NGỮ DỰA TRÊN NHIỆM VỤ ĐẾN HIỆU QUẢ NÓI CỦA SINH VIÊN KHÔNG CHUYÊN ANH – MỘT NGHIÊN CỨU TẠI TRƯỜNG ĐẠI HỌC CÔNG NGHỆ ĐỒNG NAI

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THÔNG TIN CHUNG	TÓM TẮT
	Nghiên cứu này tìm hiểu tác động của việc giảng dạy ngôn ngữ dựa trên nhiệm vụ (TBLT) đến hiệu quả nói tiếng Anh của sinh viên không chuyên Anh tại trường Đại học Công nghệ Đồng Nai. Trong năm học 2025, 162 sinh viên không chuyên ngành tiếng Anh đã tham gia vào nghiên cứu này. Những sinh viên

tham gia được chia thành hai nhóm: một nhóm thực nghiệm được đào tạo thông qua TBLT và một nhóm đối chứng được dạy bằng các phương pháp truyền thống. Để đánh giá sự lưu loát, chính xác và tương tác, dữ liệu đã được thu thập thông qua các bài kiểm tra trước và sau, cũng như bảng câu hỏi khảo sát và phương pháp quan sát lớp học. Kết quả cho thấy sinh viên trong nhóm thực nghiệm có hiệu suất nói tốt hơn các bạn cùng lớp, đặc biệt là sự lưu loát và năng lực giao tiếp. Những dữ liệu này cho thấy TBLT là một cách tuyệt vời để cải thiện khả năng nói EFL trong giáo dục đại học. Theo nghiên cứu, việc đưa các hoạt động dựa trên nhiệm vụ vào các lớp học tiếng Anh có thể tăng cường sự tham gia, tính tự chủ và kết quả học tập liên quan đến giao tiếp của người học.