

**T.C.  
BAHCESEHIR UNIVERSITY  
GRADUATE SCHOOL  
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
MASTER PROGRAM IN ENGLISH LANGAUGE TEACHING**

**THE EFFECTS OF CURRENT EVENTS TASK ON TURKISH EFL  
PREPARATORY LEVEL STUDENTS' MOTIVATION AND SPEAKING  
FLUENCY**

**MASTER'S THESIS**

**ELIF HAZAN KOYUNCUOĞLU**

**ISTANBUL 2025**

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**ELIF HAZAN KOYUNCUOĞLU**

**THESIS ADVISOR**

**PROF. DR. ENİSA MEDE**



**T.C.**  
**BAHCESEHIR UNIVERSITY**  
**GRADUATE SCHOOL**

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<b>Program Name:</b>	English Language Education
<b>Student's Name and Surname:</b>	Elif Hazan KOYUNCUOGLU
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**Assoc. Prof. Yücel Batu SALMAN**  
**Institute Director**

This thesis was read by us, quality and content as a master's thesis has been seen and accepted as sufficient.

	<b>Title/Name</b>	<b>Institution</b>	<b>Signature</b>
<b>Thesis Advisor's</b>	Prof. Dr. ENİSA MEDE	Bahçeşehir University	
<b>Member's</b>	Asst. Prof. ALİ ÖZTÜFEKÇİ	Bahçeşehir University	
<b>Member's</b>	Assoc. Prof. AYNUR KESEN MUTLU	Medipol University	



**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Last Name: Elif Hazan Koyuncuoglu

Signature:

## ABSTRACT

### THE EFFECTS OF CURRENT EVENTS TASK ON TURKISH EFL PREPARATORY LEVEL STUDENTS' MOTIVATION AND SPEAKING FLUENCY

Elif Hazan Koyuncuoglu

Master's Program in English Language Education

Supervisor: Prof. Dr. Enisa Mede

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This study examines The Effects of Current Events Task on Turkish EFL Preparatory Level Students' Motivation and Speaking Fluency. Conducted over a 7-week planned current events task, the research involved 20 students across one experimental group and 20 students in one control group in a non-profit foundation university in Turkey. The experimental group participants were tasked to research and present a current new or event that is in their interest to their peers in front of the class. Utilizing a mixed-methods design, the study integrated quantitative and qualitative insights by utilizing SMS (Dincer, 2019) final exam fluency scores and teacher's journal. The findings revealed that while no significant increasing or decreasing was noticed on students' motivation, their speaking fluency scores had statistically increased. Additionally, teacher's journal has showed that students initially had nervousness and reliance on their notes, but gradually improved in confidence ultimately increased spontaneous speech and engagement while some maintained progress and persistence. This study provides recommendations about how current events task could be implemented to maintain students' motivation and enhance speaking fluency.

**Key Words:** Current Events, Task-Based, Motivation, Speaking Fluency

## ÖZET

Güncel Olaylar Sunumunun Türk EFL Öğrencilerinin Motivasyon ve Konuşma Akıcılığı Üzerindeki Etkileri

Elif Hazan Koyuncuoglu

İngiliz Dili Eğitimi Yüksek Lisans Programı

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Bu çalışma, Güncel Olaylar Görevinin Türk İngilizce Hazırlık Öğrencilerinin Motivasyonu ve Konuşma Akıcılığı Üzerindeki Etkilerini incelemektedir. Planlı bir şekilde yürütülen 7 haftalık güncel olaylar görevi süresince, araştırma Türkiye’de bir vakıf üniversitesinde bir deney grubu ve bir kontrol grubunda yer alan 20’şer öğrenciden oluşan toplam 40 öğrenci ile gerçekleştirilmiştir. Deney grubundaki katılımcılardan, ilgi alanlarına giren güncel bir haber ya da olayı araştırarak sınıf arkadaşlarına sunmaları istenmiştir. Karma yöntem tasarımının kullanıldığı bu çalışmada, nicel ve nitel veriler bir araya getirilmiştir. Nicel veriler Dinçer (2019) tarafından geliştirilen SMS ölçeği ve final sınavı akıcılık puanlarından; nitel veriler ise öğretmen günlüğünden elde edilmiştir. Verilerin analizi sonucunda öğrencilerin motivasyonlarında anlamlı bir artış ya da azalma görülmemekle birlikte, konuşma akıcılığı puanlarında istatistiksel olarak anlamlı bir artış kaydedilmiştir. Ayrıca, öğretmen günlüğü öğrencilerin başlangıçta gerginlik yaşadıklarını ve notlarına bağımlı olduklarını, ancak zamanla özgüvenlerinin artarak kendiliğinden konuşmalarının ve etkileşimlerinin geliştiğini, bazı öğrencilerin ise ilerleme ve kararlılık gösterdiğini ortaya koymuştur. Bu çalışma, İngilizce hazırlık öğrencilerinin motivasyonlarını koruma ve konuşma akıcılıklarını artırma potansiyelini ortaya koymaktadır.

**Anahtar Kelimeler:** Güncel Olaylar, Görev Bazlı, Motivasyon, Konuşma Akıcılığı



To my beloved Husband

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# Chapter 1

## Introduction

This chapter presents an overview of the key concepts and theoretical framework underlying the study. It then explores the research problem and highlights its importance in the field of Language Education and Training. To enhance clarity, the chapter concludes with definitions of essential terms and the study's research questions.

### 1.1 Theoretical Overview

Task-Based Language Teaching is described a task as any activity done for oneself or others, either for free or for a reward, and includes the many thing people do every day, whether at work, play, or in between (Long, 1985). This approach is based on the idea that meaningful communication that simulates everyday situations helps language learners learn a language more effectively. According to TBLT principles, tasks should be created to encourage the use of real language, giving students the chance to practice their language skills in situations that are representative of their real needs and experiences (Long, 1985). Moreover, Ellis (2019), TBLT connects language learning research with teaching by using meaningful tasks as the focus of lessons. (Ellis, 2019; Norris, 2020).

Task-Based Language Teaching (TBLT) centers on using tasks as the main way to teach language. In this approach, tasks are simply activities that get learners to use the language to achieve a specific goal, whether it's having a basic conversation or solving a complex problem. Nunan (2010), a leading voice in TBLT, believes that tasks should be designed to engage students and encourage real communication, helping them use the language in natural ways (Nunan, 2010). Willis (1996) also stresses the importance of making these tasks authentic, suggesting they should involve students in genuine interaction rather than just going through the motions or rote memorization (Moore, 2018). However, educators implementing TBLT often contend with various practical challenges such as large class sizes, mandated textbooks, and limited support (Carless, 2019; Eslami & Izadpanah, 2022). Ensuring

tasks remain both communicatively purposeful and aligned with local educational traditions is also crucial for successful implementation (East, 2020).

It has been proven that TBLT implementation provides options for genuine language use. For example, role-plays or group projects that simulate real-world situations help students to creatively negotiate meaning and employ language (Ellis, 2009). The principles of communicative language teaching (CLT), which emphasize meaningful engagement as a means of language acquisition, are aligned with this experiential learning method (Kumaravadivelu, 2006; Butler, 2016). Additionally, studies show that by making language learning relevant to students' daily life, TBLT not only improves language competency but also promotes learner motivation and engagement (Chen, 2017; Milarisa, 2019). In recent work, Hu and Li (2021) reported that adapting TBLT tasks to local contexts can enhance learner engagement, promote deeper processing of language input, and support more sustained language development. Likewise, Hsu (2021) emphasizes that careful sequencing and calibration of task complexity are essential for maximizing communicative competence.

The theoretical foundations of Task-Based Language Teaching (TBLT) have been greatly enhanced by pioneers such as Nunan and Willis 1996, who have argued for a pedagogical shift away from traditional grammar-focused education and toward a more dynamic, task-oriented framework. Teachers can create effective language assignments by following Nunan's 2010, ideas which include focusing on the learner's experiences and facilitating learning through engagement (Nunan, 2010).

One of the effective instructional techniques that increases students' intrinsic motivation and promotes personal relevance in the learning process is the integration of current events into Task-Based Language Teaching (TBL). To enable students to interact with material that expresses to their experiences and lives, TBL places a strong emphasis on the utilization of meaningful assignments that mimic real-world circumstances. This method supports the idea that assignments should be authentic and relevant at the same time since it gives students the chance to use their language abilities in meaningful circumstances (Ellis, 2009; González-Lloret & Nielson, 2014).

When students encounter topics that are timely and relevant, they are more likely to find personal significance in the material, which can lead to deeper engagement and a greater willingness to participate in discussions and activities. Research indicates that students appreciate the authentic nature of real-world tasks, as

these tasks address their immediate needs and interests (Sudajit-apa, 2015). This intrinsic motivation is crucial, as it encourages learners to invest effort and time into their language acquisition, ultimately leading to improved outcomes (Jin et al., 2015).

This not only prepares learners for real-life interactions but also promotes critical thinking skills as they analyse and discuss complex topics (Brown, 1986). The integration of current events into TBL can also facilitate a dialogic learning environment, where students are encouraged to express their opinions and engage in meaningful conversations with their peers (Sudajit-apa, 2015; Morley & Jamil, 2020).

In conclusion, the use of current events in TBL not only aligns with the principles of task-based learning but also serves to enhance learners' intrinsic motivation by providing them with relevant and meaningful tasks. This approach fosters a deeper connection to the material, encourages active participation, and ultimately leads to more effective language learning experiences.

Task-Based Learning (TBL) is a pedagogical approach that significantly enhances speaking fluency among language learners by engaging them in real-time communication through meaningful tasks (Sholeh, 2020). TBL enhances speaking fluency by providing students in authentic communication scenarios where they must use the target language to complete tasks. These tasks often require students to engage in dialogues, discussions, or presentations, pushing them to practice their speaking skills in real-time contexts. According to Surya (2017), TBL involves real-world tasks where oral communication is important which is providing students with opportunities to produce language actively. This active engagement is important for developing fluency, as it promotes learners to respond spontaneously, which is a significant of fluent speech.

The nature of TBL tasks encourages repetition and practice, which are important for fluency development. For instance, tasks that involve role-playing or simulations allow students to rehearse language structures and vocabulary in context, leading to greater fluency in speech production (Gordyeyeva, 2021). Research indicates that repeated exposure to similar tasks can enhance students' confidence and fluency, as they become more familiar with the language used in specific contexts. This is supported by findings from Winarto and Aprianti 2022, who notes that TBL fosters improvements in various aspects of speaking fluency, including rhythm and speech rate (Winarto & Aprianti).

The contribution of TBL to speaking fluency is further explained by Swain's (1985) Output Hypothesis. According to the concept, learners are more likely to identify knowledge gaps when they produce language, which can result in more learning and development. As they participate in TBL, students frequently get involved situations where their lack of vocabulary or grammatical skills makes it difficult for them to express their thoughts or ideas. They look for new language forms because of this difficulty, which improves their fluency (Tavakoli, 2020). Lower proficiency speakers, for instance, frequently do more repairs and repetitions during speaking tasks, (Tavakoli, 2020). This suggests that they actively analyse their performance and work to improve. Fluency development requires this self-correction and adaptation process since it pushes students to improve their language use.

Additionally, the collaborative nature of TBL allows for peer interaction, which can further enhance speaking fluency. As they go through language assignments, students frequently collaborate in groups or pairs, offering help and feedback to one another. "Investigating the Effect of Internet Assisted Sight Translation on the Students' Speaking Fluency at University of Muhammadiyah Sumatera Utara (Albino, 2017). This interaction not only helps students practice speaking but also builds a sense of community and lowers anxiety, which can be barriers to fluency. TBL's social environment encourages students to experiment with language use, which eventually results in more confident and fluid speaking.

In conclusion, by exposing students to real-time communication activities requiring active language development, TBL helps to improve speaking fluency. It is clear from Swain's Output Hypothesis (1985) that language production in these situations encourages learners to increase their fluency and assists them in identifying weaknesses. Task-based learning (TBL) is an effective strategy for developing speaking fluency in language learners because it combines task repetition, peer interaction, and real-life communication opportunities.

## **1.2 Statement of the Problem**

The class in my setting is repeating lower B1-level students. Their progress has been greatly slowed by their lack of motivation. These learners' lack of motivation has been made worse by failing to complete the requirements necessary to go on to the next Common European Framework of Reference level. Furthermore, it is evident that

they need to increase their motivation and English proficiency. Students are likely to struggle with language development and stay at the same skill level if these fundamental problems are not addressed.

### **1.3 Purpose of The Study**

Acknowledging these difficulties, the main objective of this thesis is to raise B1-level students' motivation levels while simultaneously concentrating on improving their speaking fluency. The study intends to assist students in regaining their interest in language learning, becoming more involved in classroom activities, and eventually moving on to the next CEFR level by creating a more engaging learning environment. For this group of learners, fluency improvement is particularly important because they frequently respond with single words in classroom. Their unwillingness to form whole sentences while answering questions or trying to express their ideas severely limits their capacity for effective communication.

By introducing a current events task as part of the classroom intervention, the goal is to provide students with meaningful opportunities to engage in discussions and formulate complete, coherent sentences. This task-based approach is designed to push learners beyond one-word answers, encouraging them to expand their language use and express their thoughts more fully. Through this process, students are expected to gain the confidence and skills needed to articulate their ideas in more fluent, connected speech.

In addition to addressing the immediate needs of the students, this study also aims to fill a gap in the literature. Although task-based learning has been widely researched, the implementation of a current events task, where students discuss real-world news and events, has not been extensively explored in the Turkish preparatory-level context. As such, this research seeks to contribute new insights into how current events tasks can influence both motivation and fluency in this setting. The opportunity to investigate how these kinds of projects might effectively enhance language development is presented by the environment of Turkish preparatory-level English learners as well as the difficulties related to educating repeat students.

## **1.2 Research Questions**

To meet these objectives, the following research questions were addressed:

- a) Does the implementation of current events tasks influence the motivation levels of B1-level preparatory students?
- b) Does the implementation of current events tasks affect the speaking fluency of B1-level preparatory students?
- c) Is there a difference in motivation levels between the current events task group and the non-current events task group?
- d) Is there a difference in speaking fluency between the current events task group and the non-current events task group?
- e) What are teachers' perceptions of using current events tasks with preparatory students in the existing program?

## **1.3 Significance of the Study**

This study aims to explore how current events task impacts on learners' motivation and speaking fluency among B1 repeat level Turkish preparatory EFL learners. One of the most critical aspects of language learning is student engagement. By focusing on the role of motivation, this study addresses the underlying problem of students' inadequate development. Through the integration of current events tasks, which bring real-world relevance into the classroom, this research aims to inspire students to regain their interest in language learning. Enhancing motivation can lead to greater participation, which is directly linked to improvements in fluency. Students who are motivated are more likely to take risks in speaking, practice their language skills, and, ultimately, progress to higher proficiency levels. As such, this study could offer valuable insights into how task-based learning can re-engage struggling learners.

Secondly, fluency is a key marker of communicative competence, particularly at the B1 level, where students are expected to express their thoughts in connected speech. This research addresses the issue of students' reliance on single-word responses, which cuts their ability to communicate effectively in English. By providing opportunities for meaningful conversation through current events tasks for them, the

study contributes to the broader goal of improving students' language development, giving students the necessary tools for effective communication in everyday situations.

Moreover, for teachers, this study offers a practical approach to addressing both motivational and fluency-related challenges. The use of current events tasks presents an innovative and engaging method that could easily be adapted in various classroom settings. The findings of this study may serve as a guide for language instructors seeking to implement similar interventions to boost student engagement and promote more effective language acquisition.



## Chapter 2

### Literature Review

#### 2.1 Motivation in English Language Learning

Motivation plays a crucial role in English language learning, influencing learners' engagement, persistence, and overall success (Rabideau, 2005). Gardner and Lambert's (1959, 1972) foundational work on instrumental and integrative motivation has shaped research in this field. It is highlighting how learners' reasons for studying a language impact their performance and attitudes toward learning (Suryasa, 2017). Instrumental motivation refers to learning a language for practical benefits, such as career opportunities, while integrative motivation involves a desire to connect with the culture and speakers of the target language (Gardner & Lambert, 1972).

Gardner and Lambert's (1972) framework was applied in a study at the Pritchard English Academy (PEACE), where researchers used a modified version of Gardner's Attitude Motivation Test Battery (AMTB) (1985) to assess the motivation of 30 intermediate-to-advanced-level students. The findings indicated that students exhibited high levels of motivation, with a stronger inclination toward instrumental motivation. This suggests that goal-oriented factors, such as career aspirations, play a dominant role in students' motivation to learn English.

Dörnyei (2005) expanded on Gardner's work by introducing the L2 Motivational Self System, which emphasizes the role of learners' ideal self-images in sustaining motivation. He argued that motivation in language learning is influenced by three key factors: the ideal L2 self (the learner's vision of their future proficiency), the ought-to L2 self (external pressures and expectations), and the L2 learning experience (the immediate learning environment). His model has been widely applied in subsequent research to understand fluctuations in language learning motivation.

Yang (2023) applied Dörnyei's framework in a study examining the impact of classroom environment on student motivation. The study surveyed 100 second-language learners at both secondary and university levels, analysing how different educational contexts influenced motivation. The results suggested that a supportive and interactive classroom atmosphere significantly enhanced motivation, reinforcing the importance of environmental factors in language learning success.

In the Turkish context, Arda and Dincer (2019) explored factors influencing students' motivation in an EFL classroom, revealing that positive classroom interactions and teacher support significantly contributed to learners' motivation. Using a mixed-methods approach, they gathered survey data and conducted interviews with students. The results demonstrated that students who perceived their teachers as encouraging and supportive displayed higher levels of motivation, reinforcing the idea that a positive learning environment is essential for sustaining engagement in language learning.

Riyanti (2019) examined motivation in the EFL context of West Kalimantan, Indonesia, highlighting challenges faced by secondary school students in maintaining motivation. The study emphasized that not all students were inherently motivated to learn English, stressing the critical role of teachers in fostering motivation. Through qualitative analysis, the research identified key factors contributing to low motivation and provided strategies for enhancing student engagement in language learning. These findings align with broader discussions on the role of educators in shaping students' motivation levels.

Mukti (2017) examined the relationship between self-regulation and motivation in language learning. The study used surveys, observation sheets, and interviews to analyze how students regulate their learning behaviours. While students displayed high motivation, they struggled with self-regulation, which affected their ability to manage learning strategies effectively. The study underscores the importance of fostering both motivation and self-discipline to enhance language learning outcomes.

Ahmed (2015) focused on motivational factors among ESL teachers and their influence on students' motivation. The study examined intrinsic and extrinsic motivational drivers and their effects on teaching effectiveness. Findings revealed that teachers' motivation directly impacted students' engagement levels, reinforcing the importance of professional development programs that sustain teacher enthusiasm.

Özdemir and Hardal (2022) conducted a study on Turkish high school students' motivation in English learning, particularly examining how socioeconomic status influences motivation. Their research found that students from higher socioeconomic backgrounds exhibited stronger instrumental motivation due to access to better educational resources, while students from lower-income backgrounds often displayed integrative motivation, as they viewed English proficiency to broaden their

opportunities. This study highlights the complex interplay between social factors and language learning motivation.

Kormos and Csizér (2014) investigated motivation in a multilingual setting, analyzing how different linguistic backgrounds influence students' attitudes toward English learning. The study found that students in linguistically diverse environments displayed higher motivation levels, as exposure to multiple languages reinforced the perceived value of English as a global lingua franca. These findings suggest that multilingual exposure can positively shape motivation in second-language acquisition.

Öztürk and Gürbüz (2013) explored gender differences in English learning motivation among Turkish university students. Their study revealed that female students tended to demonstrate stronger integrative motivation, while male students were more likely to be driven by instrumental motives. These findings align with broader trends in language learning research that suggest gender may influence motivational orientations in language acquisition.

Öztürk and Gürbüz (2013) explored how anxiety levels affect motivation among Turkish high school students learning English. Their study found that students with higher levels of language anxiety tended to exhibit lower motivation, particularly in speaking activities. These findings emphasize the need for anxiety-reducing strategies to support student engagement and motivation in language learning.

Finally, Sung and Kim (2021) investigated how exposure to English media, such as films, music, and social media content, influenced learners' motivation. Their research found that students who frequently engaged with English-language media outside the classroom exhibited higher motivation levels, particularly in developing listening and speaking skills. This study highlights the role of informal learning in shaping motivation.

In short, these studies collectively illustrate that motivation in English language learning is influenced by various factors, including instrumental and integrative orientations, teacher support, self-efficacy, self-regulation, digital tools, classroom environments, peer collaboration, gender, socioeconomic status, anxiety, and exposure to English media. Understanding these elements can help educators develop strategies that sustain and enhance student motivation in diverse educational settings.

## 2.2 Intrinsic and Extrinsic Motivation

Intrinsic motivation is the internal push to engage in activities for students' own good where the learner finds satisfaction and enjoyment in the process itself (Aydoğan, 2016). Intrinsic motivation is essential for successful language learning Aydoğan (2016). With their study they emphasize the crucial role of motivation in academic achievement, particularly in the context of second language learning. The research analysed between intrinsic motivation, where students learn for enjoyment or personal satisfaction, and extrinsic motivation, where the learning is pushed by external rewards or recognition. The primary aim of this study was to assess the reliability and validity of the Intrinsic and Extrinsic Motivation for English Learning Scale (IEM-ELS) which was designed to measure these two types of motivation in the context of English language learning (Aydoğan, 2016). The findings which are based on Cronbach's alpha coefficients and factor analysis, showed that the scale has good reliability and a two-dimensional unrealized structure. This suggests that the IEM-ELS can be a useful tool for evaluating motivation in English language education. Furthermore, the second part of the study is 300 high school students who are involved from the fourth grade of an international college, with an average age of 18 years. The participants were selected based on their good proficiency in English. Sociodemographic information such as gender, nationality, and educational level, high school or university, were also considered, and the survey took approximately five minutes to complete and points out that signs of intrinsic motivation include personal satisfaction, enjoyment during learning, and a positive attitude toward English.

Moreover, intrinsic motivation has been connected to ongoing engagement in language study. Moskovsky and Alrabai (2009) observed that learners feel more encouraged by internal factors and tend to stay committed over time (Moskovsky & Alrabai, 2009). This experimental study examines intrinsic motivation among English as a Foreign Language (EFL) learners in Saudi Arabia. A 27-item structured survey was administered to a random sample of 55 Saudi learners from public schools and universities. The data was analyzed by using basic statistical methods. The findings provide insights into the role of motivation in the successful acquisition of English in the Saudi educational context. Based on the results, the study offers recommendations to enhance motivation and improve learning outcomes for Saudi EFL learners who are often associated with challenges in language acquisition.

Yu (2022) argues that intrinsic motivation boosts learners' interest and encourages independent study behaviours (Yu, 2022). The study highlights the critical role of intrinsic motivation in fostering students' desire to learn oral English, particularly among art major students. It examines the current state of oral English teaching and learning in colleges and explores the factors contributing to the lack of motivation in this group. The findings emphasize that intrinsic motivation not only enhances students' interest in learning and knowledge acquisition but also supports autonomous learning.

Chen (2023) notes that while younger learners are often primarily motivated by intrinsic factors, older students tend to rely more on extrinsic motivations, reflecting a shift in what drives engagement as students grow older (Cheng, 2023). Their study examines the role of motivation in effective English learning, particularly in China, where English is essential for education, work, and daily life. Drawing on three empirical studies, it explores how English learning motivation differs across age groups. Findings reveal that younger students are primarily driven by intrinsic motivation, often influenced by parental control, which can be enhanced through engaging strategies like cartoon illustrations. Middle school students rely more on extrinsic motivation, necessitating efforts to boost intrinsic motivation to build confidence and align learning with future career goals. For older learners, fostering intrinsic motivation involves creating a comfortable classroom environment and incorporating diverse, cooperative learning activities.

Toyoshima (2023) explains that while extrinsic motivation can foster positive attitudes toward learning English, it does not always result in high proficiency levels (Toyoshima, 2023). In his study, he worked with 44 junior-level university students from a private university in Japan. The students completed two years of project-based English learning under the PEP curriculum. The participants were divided by gender, were primarily life sciences and pharmacy majors and their ages are between 20-21. As part of the university's requirements, students periodically took the TOEIC test to monitor their English proficiency. The survey for this study was conducted in April 2022, coinciding with the start of the Japanese academic year.

Li and Huang (2011) added that using positive feedback and recognition as extrinsic motivators could improve overall motivation to learn English (Li & Huang, 2011). However, it was important to balance extrinsic and intrinsic motivators to ensure that students remained genuinely interested and engaged in language learning.

In their study, they explored the relationship between foreign language anxiety, English learning motivation, and English performance. The participants were 980 undergraduate students from three Chinese universities, and they collected data with a 76-item survey. The findings revealed that participants generally experienced low levels of anxiety and were moderately motivated to learn English. Additionally, a significant negative correlation was found between foreign language anxiety and English learning motivation. Both variables were significantly correlated with students' English performance. Key predictors of performance included foreign language classroom anxiety, intrinsic and instrumental motivation, fear of negative evaluation, and interest in foreign languages and cultures.

To sum motivation plays a crucial role in language learning, influencing students' engagement, persistence, and overall success. Research suggests that intrinsic motivation, driven by personal interest and satisfaction, is essential for sustained language acquisition, while extrinsic motivation, such as rewards and recognition, can provide additional support. However, balancing both types of motivation is necessary to maintain long-term learner engagement. Studies have also highlighted that motivation levels and types vary across different age groups, requiring tailored instructional approaches. By fostering a learning environment that nurtures intrinsic motivation through engaging activities, positive feedback, and autonomy-supportive teaching strategies, educators can enhance students' commitment to language learning and help them achieve greater proficiency.

### **2.3 Motivation in SLA**

Motivation plays a crucial role in second language acquisition (SLA), influencing learners' engagement, persistence, and overall success in language learning. Several theoretical frameworks have been developed to explain its role, with Gardner's (1985) Integrative-Instrumental Motivation Theory being particularly notable. This theory distinguishes between integrative motivation, which reflects learners' desire to connect with the target language community and culture, and instrumental motivation, which pertains to achieving practical goals such as career advancement or academic success. In a study conducted with 170 psychology students, Gardner (1985) examined the validity of the Attitude and Motivation Test Battery (AMTB) and explored how motivation and language aptitude influence vocabulary

acquisition. The results indicated that both language aptitude and integrative motivation independently predicted success in learning French. Furthermore, integrative motivation significantly impacted learners' effort and interest, underscoring its vital role in SLA.

Dörnyei (2001) further supports the idea that learners with high levels of integrative motivation demonstrate greater persistence and achievement in SLA. His study explored engagement dynamics in a tablet-assisted mobile language learning (t-MALL) classroom, involving 24 second-year undergraduates studying French in Malaysia. The research employed a task-based learning approach, incorporating social constructivist principles and blended learning through Facebook groups. Findings revealed that the t-MALL approach enhanced engagement by promoting active participation, willingness to communicate, and self-regulated learning. Just-in-time triadic scaffolding and learner-centered methodologies played key roles in sustaining motivation and fostering language acquisition.

Dörnyei and Ushioda (2011) emphasized the dynamic nature of motivation, arguing that learners' experiences and surroundings significantly shape their motivational levels. Their study explored instrumental and integrative motivation for reading English as a second language (ESL) among 40 pre-university students in Lahore, Pakistan. Using an adapted version of Dörnyei's language learning motivation questionnaire, the study found that students displayed stronger instrumental motivation for reading English, while their integrative motivation was comparatively lower. Based on these findings, recommendations were made to enhance motivation for reading English within the Pakistani educational context.

Expanding on motivation in SLA, He (2023) categorized motivation into intrinsic and extrinsic types, emphasizing their complexity. Intrinsic motivation stems from personal growth and the desire for knowledge, while extrinsic motivation is influenced by external factors such as academic requirements or career prospects. Both types are essential for understanding learner engagement in SLA. Environmental influences, including classroom settings and teacher-student interactions, also play a significant role in shaping motivation.

Yang (2023) further explored the impact of interactive teaching methods on learners' motivation. His study examined Dörnyei's (2005) L2 Motivational Self System, which highlights the influence of environmental factors on second language self-motivation. Data collected from 100 secondary and university-level

learners through questionnaires revealed that motivational factors and environmental influences interact to shape language learning experiences. The study also compared how motivational impacts differ between these two groups, offering recommendations to improve classroom engagement.

Noels (2003) focused on the Self-Determination Theory (SDT), arguing that maintaining motivation requires both perceived value and personal investment in language learning. Conducted at the University of Ottawa, this study explored intrinsic and extrinsic motivation in language learning within a bilingual setting. Findings revealed strong correlations between instrumental orientation and external regulation in SDT. Additionally, intrinsic motivations, such as friendship, travel, and knowledge-seeking, were linked to self-identified regulation, suggesting that personal goals play a central role in motivation.

Building on SDT, Madasa (2016) examined its application in higher education and its relevance to ESL learners. The study identified three key types of motivation within SDT: autonomous regulation, controlled regulation, and amotivation. It highlighted the importance of English proficiency for students' academic and professional success, demonstrating how motivation significantly influences SLA outcomes. The study concluded that SDT provides valuable insights into students' motivation and can inform effective English language teaching (ELT) strategies in higher education.

Finally, research on motivation in SLA highlights its multifaceted and context-dependent nature. Theories such as Gardner's Integrative-Instrumental Motivation, Dörnyei's L2 Motivational Self System, and Self-Determination Theory (SDT) provide valuable insights into how different motivational factors influence language learning outcomes. Studies consistently show that learners with strong integrative and intrinsic motivation demonstrate greater persistence and success. Furthermore, interactive teaching methods, technological integration, and environmental factors play essential roles in sustaining engagement. By understanding the dynamic relationship between motivation and SLA, educators can design more effective and learner-centered instructional approaches to enhance students' language learning experiences.

## **2.4 Motivation and Speaking Ability**

Speaking is the most complex and difficult skill to acquire (Hinkel, 2005, p. 485). Motivation has main role for knowing someone's ability in speaking (Nurjannah, 2013). This study explored the relationship between students' motivation in learning English and their speaking ability using an ex post facto research design with second-grade students at SMA Negeri 1 Kotabumi. Motivation was assessed via a 25-item Likert-scale questionnaire, and speaking ability, evaluated through Prepared Talk activities, were the key variables. Students with very high motivation achieved higher mean scores in fluency and comprehensibility compared to their low-motivation peers. The findings highlight the critical role of motivation in enhancing English-speaking performance.

## **2.5 Speaking Skill in SLA**

Salehpour and Roohani, (2020) argued that both intrinsic and extrinsic motivation positively relate to speaking proficiency in Iranian EFL learners. It has been showed that motivation plays a crucial role in improving speaking abilities. This study examined the relationship between intrinsic and extrinsic motivation and L2 (English) speaking skills among male and female high school students in an Iranian EFL context. A total of 249 students completed a motivation questionnaire, and their speaking skills were assessed by a rating scale. Additionally, semi-structured interviews with 25 students provided further insights. Their results revealed that females exhibited higher levels of intrinsic motivation, while males showed greater extrinsic motivation. Correlation analysis demonstrated a stronger link between intrinsic motivation and speaking skill attainment in females. A t-test also confirmed significant gender differences in motivation types. These findings emphasize the importance of considering gender when addressing motivation in L2 classrooms.

Similarly, Tran (2023) emphasized that both types of motivation, along with factors like gender, significantly influence speaking skills. This study explored the perceived speaking skills of undergraduate students majoring or minoring in Japanese Studies at universities in Vietnam and Bulgaria. It also examined factors influencing speaking skills, students' motives for studying Japanese, and their needs for communication with native Japanese speakers by proposing a hypothetical model

linking these constructs. Data from 108 students were collected via an online survey and analysed with SPSS. The results indicated that students rated their Japanese speaking skills lower than their other language skills. Factors such as age, enrolment year, years of Japanese study, English proficiency, co-living status, study abroad experience, and self-esteem were associated with perceived speaking skills. Family-related factors, like parents' education and family study abroad experiences, also showed influence. The study identified three key motives for studying Japanese: interest in Japan, interest in communication, and a desire to visit Japan. The proposed model suggested that these motives affect both perceived speaking skills and the need for communication with native speakers. The findings highlight the importance of addressing students' motivations and providing opportunities for interaction with native speakers to enhance language proficiency and teaching strategies in Japanese language education.

This is consistent with Uztosun (2021), who highlighted the importance of self-regulated speaking motivation as a core part of language competence, suggesting that how learners perceive the value of tasks affects their speaking performance. The research examines how self-regulated speaking motivation influences foreign language speaking competence and whether a relationship exists between the two. Data were collected from 84 Turkish university students using a self-regulated motivation scale for improving English speaking, which included four subscales: task value activation, regulation of the learning environment, regulation of the classroom environment, and regulation of affect. Multiple regression analyses revealed that self-regulated speaking motivation predicted 34% of English-speaking competence, with regulation of affect making a unique contribution. Additionally, a significant positive correlation was found between speaking competence and self-regulated motivation. These results suggest that self-regulated speaking motivation can be an important factor in improving speaking competence, highlighting its implications for language learning development.

In addition, teaching methods and learning environments are important influences on speaking skills. Jayasinghe, (2023) pointed out that intrinsic motivation for speaking practice is essential for students' success in speaking tasks, moreover, recommends that customized practice sessions can enhance learners' speaking abilities. Their study focuses on identifying strategies to enhance student motivation and examines the types of activities students find engaging. A cross-sectional survey

was conducted among undergraduates in Pharmacy, Nursing, and Medical Laboratory Science programs and they used a self-administered online questionnaire. The survey was pilot tested for reliability. Data were analysed with SPSS version and paired sample t-tests were used to examine differences between intrinsic and extrinsic motivators and demotivators. 277 responses were received from different professions such as from Pharmacy students, from Nursing students, and from MLS students. According to the obtained findings, intrinsic motivation had a significant effect on speaking skills with a higher mean for intrinsic motivation compared to extrinsic motivation. Intrinsic demotivation also showed a significant effect, compared to extrinsic demotivation. The findings indicated that students prefer more relaxed, voluntary learning experiences over mandatory English-speaking programs.

To conclude, these studies collectively highlight the significant role of motivation in developing speaking skills in various language learning contexts. Both intrinsic and extrinsic motivation influence speaking proficiency, with gender differences playing a role in motivation types. Additionally, factors such as self-regulated motivation, learning environments, and personal motives shape students' speaking abilities. The research suggests that fostering intrinsic motivation and providing meaningful speaking opportunities can enhance language proficiency. Moreover, customized and engaging learning experiences may further support students' speaking development. These insights emphasize the need for educators to consider motivation, task value, and learner preferences when designing language instruction.

## **2.6 Defining Speaking Fluency**

Baily (2005) describes fluency as the rapid and confident use of language, marked by limited hesitations and unnatural pauses. The study examines the impact of the Think-Pair-Share (TPS) strategy on enhancing oral communication skills in EFL classrooms. Interviews with teachers of "English for Workplace" at the ELC An-Najah National University and classroom observations revealed that TPS positively influences oral communication skills, fosters a cooperative learning environment, and boosts students' motivation. Students in applied sciences faculties showed better responses than those in human sciences, with higher academic-level students also performing better. Based on these findings, the researcher recommends incorporating

more TPS-related activities into English textbooks and teaching methodologies to further improve students' oral communication skills.

This means the speaker can express their ideas without needing to search for words, which enables smoother comprehension of their speech. In short, speaking fluency is described as the "automaticity and speed of speech production" (Brand & Götz, 2011, p. 256). This paper explores a multi-method approach to examine potential correlations between errors and temporal fluency variables in spoken learner language. Using data from the German sub corpus of LINDSEI and the native LOCNEC corpus, a quantitative analysis identified common errors, such as tense agreement issues and frequent unfilled pauses, along with fluency challenges faced by learners. However, a qualitative analysis of five representative learners revealed no clear correlation between accuracy and fluency. Interestingly, ratings by 50 native speakers showed that a learner with average performance across the studied variables received the highest scores for overall oral proficiency.

In conclusion, speaking fluency is a key component of effective oral communication, characterized by the ability to speak confidently and effortlessly with minimal hesitation. Research highlights various strategies, such as the Think-Pair-Share approach, that can enhance fluency by fostering collaboration and increasing motivation in EFL classrooms. Additionally, while fluency is often linked to accuracy, findings suggest that the relationship between the two is not always straightforward, as native speaker evaluations prioritize overall oral proficiency over strict grammatical correctness. These insights emphasize the need for balanced instructional approaches that develop both fluency and accuracy, ultimately improving learners' communicative competence.

## **2.7 Developing Speaking Fluency**

A significant number of L2 learners suffer from difficulties in establishing fluent relationships with their audience (Guillot, 1999). Namaziandost, (2019) found that experience-based learning strategies significantly enhanced fluency among upper-intermediate EFL students, suggesting that practical, real-world tasks can support fluency development. With the research, they aimed to examine the impact of experience-based learning strategies on improving the speaking fluency of male and female intermediate EFL learners. From a pool of 300 language learners, 50

participants aged between 17–25 were randomly selected and used an Oxford Placement Test and divided into experimental and control groups. Speaking fluency levels were assessed through a pretest interview. The experimental group engaged in task-based classroom activities that emphasized sharing experiences through interactive discussions, while the control group followed traditional teaching methods without experience-based tasks. Post-test interviews revealed that the experimental group significantly outperformed the control group, indicating that experience-based tasks effectively enhance speaking fluency. These findings offer valuable implications for language teachers and curriculum developers.

However, despite these positive findings, many learners face psychological barriers like fear of making mistakes and performance anxiety, which can reduce their willingness to participate in speaking activities which was confirmed by Trinh and Pham, (2021) noting that students often encounter psychological challenges, such as fear of criticism and peer pressure which can negatively affect their speaking performance. Their study studied on the challenges students face in speaking classrooms which focus on psychological and linguistic difficulties. Conducted with 57 participants from Tra Vinh University, they collected their data through questionnaires and face-to-face interviews with 12 students. Results indicated that non-English majors struggled more with linguistic issues than psychological ones. Psychological barriers included performance pressure or dominated by stronger peers, fear of mistakes, and fear of criticism or losing face. Linguistic challenges involved limited vocabulary, insufficient topical knowledge, difficulty organizing ideas logically, weak sentence formation skills, and inappropriate vocabulary use. Interviews reinforced that linguistic difficulties were more prominent. Based on these findings, the study proposed practical solutions to help students enhance their English-speaking skills.

Drajati (2018) demonstrated that well-crafted questions can improve students' speaking skills by encouraging active engagement and elaboration which helps build fluency. Speaking is a vital skill in language learning since the goal of acquiring a foreign language is effective communication. Fluency which a key aspect of speaking is often hindered by the nervousness EFL students experience when speaking English. The study investigated the impact of questioning on students' fluency in an academic speaking class. They used narrative inquiry and Photovoice, data were collected from 12 university students. The findings revealed that questioning positively influenced

the development of students' speaking fluency. The study suggested that teachers can enhance fluency by incorporating questions and providing constructive feedback during academic speaking activities.

On the other hand, Terzioğlu and Kurt, (2022) noted that many LMS platforms do not meet specific language learning needs to reduce their effectiveness. Integrating interactive learning environments is essential for enhancing the comprehension and verbal communication of tech-savvy English learners. Their experimental study examined the impact of a learning management system (LMS) on improving speaking fluency and listening skills among 50 intermediate Turkish-speaking students. Participants were divided into a control group and an experimental group, with the latter using an interactive LMS over eight weeks. A pre- and post-test design was employed, and statistical analyses, including effect size and t-tests, were conducted. Results indicated that the experimental group significantly outperformed the control group in both speaking fluency and listening post-tests. Additionally, questionnaire and interview responses revealed that students held positive perceptions of LMS for enhancing these skills. The study highlighted LMS as an innovative approach to advancing language proficiency in EFL contexts.

Finally, research in this field points to the importance of integrating experience-based learning, questioning strategies, and technology to support fluency. Experience-based learning strategies, interactive discussions, and well-structured questioning have been shown to enhance fluency by promoting active engagement. However, psychological barriers such as anxiety and fear of criticism can hinder students' willingness to participate in speaking activities. Additionally, linguistic challenges like limited vocabulary and difficulty organizing ideas further impact fluency development. The integration of technology, particularly interactive LMS platforms, has proven to be a valuable tool for improving speaking skills. These findings suggest that a combination of practical, interactive, and psychologically supportive approaches can help learners develop stronger speaking fluency in EFL contexts.

## **2.8 Motivation and Task Based Language Learning**

According to Thanh and Huan (2012), learner-centered and meaningful tasks greatly increase motivation since they include students in the process of learning. The study investigates how task-based language learning influences the motivation of non-

English majors to acquire vocabulary at a Vietnamese community college. By using an experimental design, it assessed the effectiveness of text-based tasks in improving vocabulary. Quantitative data from questionnaires and vocabulary tests over twelve weeks showed increased motivation and improved vocabulary achievement. Qualitative insights from follow-up interviews revealed positive student attitudes toward text-based tasks. The findings suggest that task-based language learning can effectively enhance vocabulary acquisition, with practical recommendations provided for language teachers to optimize this approach.

Malik and Pervaiz (2023), who observe that interesting and relevant assignments excite learners' interest and motivate them to participate in more effort toward their language acquisition, give confidence to this. They hypothesises that motivation and anxiety significantly influence second language learning, including Task-Based Language Teaching (TBLT). Their research examined the motivation and anxiety experienced by Pakistani ESL learners while learning English. Using a quantitative design, the study applied Structural Equation Modelling (SEM) to explore relationships between task motivation, L2 motivation, task anxiety, and foreign language anxiety. Eighty ESL learners from two colleges in Sargodha participated by narrating a cartoon video in English and reporting their task-related motivation and anxiety. Findings identified three components of task motivation: positive attitude, negative attitude, and task diagnostic tool. Task anxiety was categorized into setting anxiety, language-related anxiety, and anxiety relief. Results indicated that both motivation and anxiety significantly impact the effectiveness of TBLT. The study highlighted the need for teachers to understand students' motivational strategies and anxiety triggers by providing insights for better classroom practices.

Furthermore, a sense of progress is essential for maintaining motivation. According to Busse and Walter (2013), students are more motivated to complete assignments when they believe they are making real progress. This study investigated the motivational experiences of first-year modern foreign language students enrolled in German degree programs at two UK universities. Using a longitudinal mixed-methods approach, the research captured the time- and context-sensitive aspects of students' motivation throughout the academic year. Findings revealed a paradox: although students' desire to achieve proficiency in German increased, their engagement with language learning declined, likely due to reduced intrinsic motivation and self-efficacy beliefs. The study demonstrated how contextual factors,

particularly the transition from school to university, influenced these motivational shifts. The discussion emphasized the need to address these challenges in higher education settings. To respond this, decline the study provided pedagogical recommendations for sustaining students' motivation and commitment to language learning in their first year.

Ruan (2015) supported this by emphasizing that successful language training requires an awareness of motivational elements in a task-based setting. The research examines beginner learners' perceptions of motivating factors in a task-based teaching and learning (TBTL) environment for Chinese as a foreign language at Aalborg University, Denmark. Utilizing surveys, group interviews, and participant observation, the study investigated the types of tasks students found engaging and the characteristics associated with motivating tasks. Findings highlighted the significance of addressing learners' affective and situational factors to enhance intrinsic motivation, particularly in the early stages of foreign language learning. Incorporating cultural elements into tasks is identified as an effective strategy to increased engagement. The study also revealed challenges in TBTL, such as aspects beginner learners may found demotivating or discouraging. The findings emphasized prioritizing students' motivation and active participation over linguistic accuracy and fluency in this context.

According to Wulan (2019), group projects can create a positive learning atmosphere by enabling students to work hard toward common objectives, which boosts their motivation. This research focuses on developing supplementary speaking materials for fifth-grade students using an educational research and development (R&D) approach. The study follows a simplified version of Borg and Gall's (1983) model, which includes six steps. The first one is needs Analysis which involves identifying the specific needs of young learners. The next one is the Course Grid Construction. In second step a course grid is created, based on the 2006 Curriculum (KTSP) and the results of the needs analysis. The third one is Material Development. The speaking materials are designed in line with the principles of Language Curriculum Design (Nation & Macalister, 2010) and Task-Based Language Teaching (Willis, 2003). The fourth one is Tryout. The developed materials are tested with fifth-grade students at SD Kanisius Ganjuran Bantul following with Evaluation and Revision where the materials are evaluated and revised based on feedback from experts. Finally, the final one is Final Product that the materials are revised and produced. The findings reveal that the final product is consistent with the 2006

Curriculum standards and addresses the needs and interests of young learners. Teachers noted the importance of improving speaking skills by providing students with opportunities to practice speaking English. The materials help to enhance students' vocabulary, language functions, and speaking proficiency. Additionally, the tasks are engaging and contribute to a more interactive and enjoyable learning experience.

Nita (2019), who discovered that TBLT not only enhances speaking abilities but also fosters a sense of community among students, further encouraging them to engage in active language learning, support this collaborative method. This study aimed to investigate the impact of Task-Based Language Teaching (TBLT) on the speaking skills of EFL students with intrinsic motivation. TBLT, a method that uses real-world tasks to motivate students, was assessed for its effectiveness in enhancing speaking skills. The research was conducted in a public senior high school in Padang, West Sumatera, Indonesia, using a quantitative, quasi-experimental design. A total of 72 students were selected via cluster random sampling, with one experimental group and one control group. The experimental group was taught using TBLT, while the control group received conventional teaching methods. Data were collected through a post-test to assess students' speaking skills and a questionnaire to determine their type of motivation. The results, analysed using a t-test with a significance level of 0.05, showed that the experimental group, who received TBLT, outperformed the control group. The observed t-value of 3.510 was higher than the critical t-value of 1.705, indicating that TBLT significantly improved the speaking skills of EFL students with intrinsic motivation. In conclusion, Task-Based Language Teaching had a positive effect on the speaking skills of motivated EFL students.

According to Liu (2018), creating a productive learning environment depends heavily on teachers' comprehension of TBLT and their capacity to provide inspiring, engaging assignments. Their research investigates EFL teachers' perceptions of Task-Based Language Teaching (TBLT) and evaluates its current implementation in Chinese college English classrooms. Despite being a methodology favored by the Chinese Ministry of Education, TBLT has not been sufficiently researched in practice within this context. A mixed-method approach, combining both quantitative and qualitative data, was employed through surveys and interviews. The findings suggest that TBLT has potential for positive implementation in China, as most of the surveyed teachers express favourable views on its use and report a high frequency of incorporating it into their classrooms. However, a significant challenge identified is

that many teachers lack confidence in their understanding of TBLT, although they are open to receiving further training. Additionally, the study highlights the public examination system as a major obstacle hindering the effective implementation of TBLT. The study revealed that by discussing practical implications for improving TBLT implementation, emphasizing the need for teacher training and considering the influence of the examination system on teaching practices.

The success of TBLT can also be significantly impacted by educators' awareness of motivating factors that impact teaching and learning dynamics Ahmed, (2021). This descriptive research aims to explore why students at the undergraduate level are often less motivated toward learning English. It focuses on key motivational factors such as the student-teacher relationship, classroom environment, self-esteem, and willingness to communicate. Motivation is considered a critical component in second language acquisition, as it fosters self-confidence and powerful communication skills. The responsibility of the teacher is highlighted in creating a comfortable, student-centered classroom environment where students feel valued and are thus more likely to engage in learning. Furthermore, the study involved 199 undergraduate students from the University of Sargodha (UOS) Women Campus in Faisalabad, Pakistan. A questionnaire, based on a four-point Likert scale, was administered to assess different levels of motivation. The findings reveal that motivation plays a significant role in language learning, particularly in relation to the aforementioned factors, emphasizing the importance of a supportive and engaging classroom environment.

In short, task-Based Language Learning (TBLT) has been shown to enhance motivation and language acquisition by engaging learners in meaningful, real-world tasks. Studies highlight the effectiveness of TBLT in improving vocabulary retention, speaking skills, and overall learner engagement while also acknowledging the role of motivation and anxiety in language learning. Research further emphasizes that factors such as perceived progress, teacher awareness, and classroom environment significantly influence students' motivation. Despite challenges such as teacher training gaps and external exam pressures, the findings suggest that TBLT remains a valuable approach for fostering both motivation and linguistic development in diverse learning contexts.

## 2.9 Task Based Language Learning

For the past 30 years, language educators have been interested in task-based language teaching, or TBLT. It is a systematic approach to teaching languages that places communicative language instruction at the center of lesson plans and learning objectives. (Littlewood, 2004; Nunan, 2004; Richards, 2005).

According to Jeon and Hahn (2006), More opportunities for language use are made possible by TBLT, which gives students access to natural sources of meaningful content, optimal settings for communicative activity, and encouraging feedback. The purpose of this study was to examine the perceptions of EFL teachers regarding task-based language teaching (TBLT) in the context of Korean secondary schools. Data were collected through questionnaires distributed to 228 teachers from 38 middle and high schools across Korea. Conducted between August and October of the 2005 academic year, the study employed both quantitative and qualitative data analysis. The findings revealed that many respondents demonstrated a strong understanding of TBLT concepts, irrespective of the level at which they taught.

According to Ellis (2009), TBLT exercises force students to use their language abilities in context, which promotes accuracy and fluency. Activities should be created to promote communication and creating meaning among students (Robinson, 2011; Wang, 2023). In their research, the purpose of this article is to explore the methodology of task-based instruction, focusing primarily on lesson design. Methodology, in this context, entails two fundamental aspects: the transformation of syllabus activities into structured lessons and the participatory roles of teachers and learners during these lessons. This discussion, however, is confined to the aspect of lesson design. The article concludes by presenting a set of general principles to guide the effective implementation of task-based instructional methodology.

Because of its adaptability to various learning environments and learner needs, TBLT can handle tasks with varying levels of complexity (Sanayee & Rezaei, 2014). The concept of tasks and their role in second language acquisition (SLA) has sparked considerable debate. However, there is a broad consensus that task complexity plays a crucial role in enhancing the effectiveness of task performance in language learning (Robinson, 2011). This paper provides an overview of task-based language teaching, focusing on task complexity, its definition, and its importance in language education. Task complexity is defined by Robinson (2001, p. 29) as "the result of attentional,

memory, reasoning, and other information processing demands imposed by the structure of the task on the language learner." The aim of this study is to deepen the understanding of task complexity and its impact on second language (L2) development, offering valuable insights into this area of SLA research.

According to Nunan (Oura, 2005), the three main components of TBLT are learner reflection, authentic engagement, and an emphasis on connecting classroom instruction to practical application. In the same way, proponents of TBLT, like Willis (1996), describe it as a natural extension of CLT because it shares ideas that were created during the communicative language movement in the 1980s (Richards & Rodgers, 2001).

Ellis, (2003) elaborates on these ideas by highlighting TBLT's focus on "naturalistic" language use, in which learner-centered tasks maintain the authentic characteristics of a language.

In the classroom, TBLT promotes a learner-centered environment where tasks drive instruction rather than pre-determined language structures (Anandan, 2016). By using meaningful tasks and activities that prioritize meaning and communication, TBLT enables students to improve their language proficiency through real-world, goal-oriented interactions (Sholeh, 2020). Previous experience, task difficulty, language needs, and available help are some of the elements that determine the order of tasks in terms of difficulty (Richards & Rodgers, 2001). By encouraging natural language usage in a nurturing setting, this systematic yet adaptable approach supports TBLT's objective of developing communicative competence through purposeful tasks (Butler, 2011).

The role of tasks in Task-Based Language Learning is essential since tasks serve as the core unit around which language learning is structured (Olusegun, 2024). TBLT emphasizes the importance of engaging students in meaningful activities that reflect real-world language use, thereby enhancing their communicative competence (Yildiz, 2020).

According to Robinson, (2001) task-based learning can stimulate acquisition processes by providing learners with opportunities to interact and negotiate meaning in the target language, which is essential for language development (Robinson, 2001). The paper presents a framework for investigating the impact of cognitive task complexity on language production, learners' perceptions of task difficulty, and its implications for sequencing in task-based syllabuses. A study using a direction-giving

map task revealed that increasing cognitive complexity significantly influences both speaker and listener roles. Specifically, speakers in the complex version demonstrated greater lexical variety, while simpler versions enhanced fluency. For listeners, the complex task elicited more confirmation checks. The study also showed that cognitive complexity affects learners' perceptions, with complex tasks being rated as more stressful. Task roles further influenced difficulty ratings, although the sequencing of tasks (simple-to-complex versus complex-to-simple) had no significant effect on perceived difficulty. Nevertheless, sequencing did impact production outcomes, influencing both accuracy and fluency. The findings underline the importance of considering cognitive complexity and learner perceptions in designing task-based syllabuses. They suggest that task sequencing can play a role in optimizing language production, thereby providing valuable insights for future research and practical applications in language teaching.

Furthermore, tasks can vary in complexity, influencing the cognitive demands placed on learners, which affects their performance and language acquisition in turn (Sanayee & Rezaei, 2014). Their research indicates that task complexity is crucial for effective language learning, as it requires learners to utilize higher-order thinking skills and engage deeply with the language (Wang, 2022). For instance, Xiao, (2020) highlights that task-driven learning enables students to analyse and solve problems, thereby deepening their learning experience. Additionally, the integration of literature into TBLL can enhance motivation and foster intercultural awareness, as it provides authentic materials that challenge students to engage with the language in a meaningful context (Arboleda & Garcés, 2019). This aligns with findings from Sholeh, (2021) who assert that tasks are essential in promoting cognitive engagement and facilitating language learning processes (Sholeh, 2021).

Moreover, the design of tasks should consider the learners' proficiency levels and the specific learning objectives, as this can significantly impact the effectiveness of the TBLL approach. Tasks that are well-structured and relevant to students' interests can lead to increased motivation and better language outcomes ("The Use of Task Based Learning in the Language Classroom: An Overview", 2023). Overall, the implementation of TBLL, characterized by its focus on tasks, not only enhances language proficiency but also equips learners with the skills necessary for effective communication in diverse contexts (Li, 2023).

In summary, Task-Based Language Learning (TBLL) has emerged as a dynamic and effective approach to language instruction, emphasizing meaningful communication and learner engagement. Research consistently highlights its benefits in fostering both accuracy and fluency through real-world tasks that mirror authentic language use. By integrating cognitive complexity, interactive tasks, and learner-centered instruction, TBLL provides a structured yet flexible framework that supports second language acquisition. However, the successful implementation of TBLL depends on careful task design, alignment with learner proficiency levels, and appropriate sequencing to optimize language production.

### **2.10 Current Events Task and Speaking Fluency**

As Miller (2011) suggests, students learn more effectively when they engage with real-life contexts. For students to actively participate and achieve success in a lesson, the content must be meaningful and relevant to their interests. Providing authentic choices in the classroom allows students to make meaningful decisions, thereby increasing their engagement (Dabrowski & Marshall, 2018). While the field of research differs from the present study, task-based approaches have shown promising outcomes in capturing learners' interest. Since language teachers play a role beyond just language instruction, incorporating tasks that enhance students' digital literacy and personal interests may yield compelling results (Hickman & Thomas, 2020).

Research highlights the benefits of tasks in language learning. According to Rohani (2011), tasks help learners focus on meaning, acquire real language skills, and engage in a more natural learning process. Hismanoglu and Hismanoglu (2011) further emphasize that tasks aim to generate discourse like real-world communication (p. 48). Bao (2012) found that implementing Task-Based Language Teaching (TBLT) with lower-secondary learners resulted in heightened participation and renewed interest in the learning process, further supporting the effectiveness of task-based approaches in language education.

Empirical studies also support the integration of authentic materials into language instruction. Gedikoglu (2009) investigated the effectiveness of using authentic newspaper texts for vocabulary instruction among Turkish intermediate-level EFL students. Conducted at Uşak Orhan Dengiz Anatolian High School, this

quasi-experimental study involved 54 tenth-grade students, divided into an experimental group that learned vocabulary through authentic texts and a control group that used traditional methods (e.g., matching exercises, definitions, and fill-in-the-blanks). Using a pretest-post-test design, results analysed via Paired Samples T-test indicated that students exposed to authentic texts showed significantly greater vocabulary gains than those taught through conventional techniques. The study concluded that authentic newspaper texts serve as a more effective vocabulary teaching tool in ELT classrooms compared to traditional methods.

Similarly, Çobanoğlu (2019) examined the impact of using newspaper clippings on students' metacognitive awareness and attitudes in a Grade 5 Social Studies course. Conducted with 60 students in Turkey's Black Sea Region, the study implemented a five-week intervention where the experimental group used newspaper clippings, while the control group followed traditional methods. The Metacognitive Awareness Inventory (Sperling et al., 2002; adapted by Karakelle & Saraç, 2007) and the Social Studies Attitude Scale (Yurdakul, 2004) were used to assess outcomes. Data analysis via SPSS 20.0 revealed a significant improvement in metacognitive awareness among students in the experimental group. However, no notable difference was found in their attitudes toward the course, suggesting that while authentic materials enhance cognitive engagement, they may not necessarily affect learners' attitudes toward the subject matter.

While research on TBLT has explored its benefits in vocabulary acquisition and metacognitive awareness, studies focusing on its role in developing speaking fluency and motivation remain limited. This study investigates the effects of incorporating current events tasks into EFL instruction, aiming to enhance learners' motivation and speaking fluency. By integrating meaningful content based on students' personal interests, this study examines how these activities influence oral fluency and motivation. Additionally, to gain deeper insights, a teacher's journal is employed to document observations and reflections throughout the intervention, capturing the dynamics of task implementation and learners' responses in real-time. This multi-faceted approach provides a comprehensive understanding of the role that current events tasks play in fostering EFL learners' communicative competence.

To conclude, using current events tasks in EFL lessons can help students improve their speaking fluency and motivation. Research shows that authentic and meaningful activities make learning more engaging and effective (Rohani, 2011;

Hismanoglu & Hismanoglu, 2011; Bao, 2012). Studies by Gedikoglu (2009) and Çobanoğlu (2019) highlight the benefits of using real-life materials in language learning. However, there is still little research on how such tasks affect speaking skills and motivation. By allowing students to explore topics that interest them and practice real communication, current events tasks can support language learning. This study aims to examine their impact and add to the understanding of effective teaching strategies in EFL classrooms.



## **Chapter 3**

### **Methodology**

This chapter outlines the study's methodology by detailing the research design, setting, participants, procedures, data collection process, and implementation. Additionally, it describes the data analysis process while emphasizing the study's reliability and validity. The chapter concludes by discussing the study's limitations.

#### **3.1 Research Design**

This study adopts a Convergent Parallel Design for its mixed-methods approach, incorporating both quantitative and qualitative data collection and analysis. The research design includes an experimental group and a control group of B1-level students from an English preparatory program, each consisting of 19-22 participants. The quantitative data is primarily gathered through pre-, and post-tests using the Speaking Motivation Scale (SMS) to assess students' motivation and speaking fluency scores (1 to 4) based on their end-of-module exam results. This allows for an analysis of changes in students' motivation and speaking performance over the course of the study. In parallel, qualitative data is collected from teachers' journals, offering insights into the students' engagement, behaviour, and experiences during the intervention. By collecting and analysing both types of data simultaneously, the study allows for a comprehensive understanding of how motivation and fluency are related and provides a richer, more nuanced view of the students' learning process. The findings from the quantitative and qualitative data are compared and integrated to strengthen the overall conclusions of the study.

Participants, enrolled in the same institution, were selected who completed their A2 assessment successfully which ensures consistency between the two groups. The class was intentionally selected because the students' proficiency level was lower compared to other B1-level classes. Their placement was determined based on their module passing exam results, ensuring that they had successfully completed the A2 level but demonstrated weaker performance relative to their peers at the B1 level. Accompanied with the research questions, the research design is represented in Table 1.

Table 1  
*Research Questions and Instruments*

Research Questions	Instruments	Analysis
Does the implementation of current events tasks influence the motivation levels of B1-level preparatory students?	The Speaking Motivation Scale (SMS)	ANOVA
Does the implementation of current events tasks affect the speaking fluency of B1-level preparatory students?	Speaking pre-post scores were compared	ANOVA
Is there a difference in motivation levels between the current events task group and the non-current events task group?	The Speaking Motivation Scale (SMS)	ANOVA
Is there a difference in speaking fluency between the current events task group and the non-current events task group?	Speaking Criteria	ANOVA
What are teachers' perceptions of using current events tasks with preparatory students in the existing program?	Teacher's journal	Thematic Analysis

### 3.2 Setting and Participants

The study was conducted with preparatory-level English as a Foreign Language (EFL) students enrolled in the School of Foreign Languages at a foundation university in Istanbul, Turkey. The total number of participants was 40 with 20 of them in experimental and the other 20 in controlled group. All the students were at the B1 CEFR language proficiency level. The university's preparatory school program operates on a modular system that each module lasts seven weeks which results in a

28-week academic year divided into four modules starting in September and ending in May.

Students' progress through five CEFR aligned levels which are A1, A2, B1, B2, and Prep-C and each designed to meet the language competency standards set by the CEFR. At the A1 and A2 levels, students focus on General English which is focusing on building foundational language skills. At the B1 and B2 levels, the curriculum transitions to English for Academic Purposes that are equipping students with language proficiency for academic contexts. At the Prep-C level, new grammar and vocabulary are not introduced. Instead, the focus is on revising previously learned material and practicing language skills to prepare for the proficiency exam.

Weekly English instruction is divided into two types of classes: academic and integrated. Students attend 24 hours of instruction weekly, with 8 hours dedicated to academic classes and 16 hours to integrated classes. Academic classes focus on developing writing skills, particularly teaching students to construct coherent paragraphs and apply writing strategies effectively. Integrated classes provide comprehensive language instruction which covers all four key skills listening, speaking, reading, and writing while combining grammar, vocabulary, and practical language use. This dual-approach system ensures that students receive focused writing instruction while strengthening their overall language proficiency in alignment with CEFR standards.

### **3.3 Procedures**

**3.3.1 Data collection procedures.** This section aims to provide a detailed explanation of the implementation process by outlining the week-by-week progression of the study, including the assigned task, data collection procedures, and key developments in both the experimental and control groups. The description covers how the intervention was structured, the integration of quantitative and qualitative research instruments, and any essential observations made throughout the process.

**3.3.2 Data analysis procedure.** Students' speaking performance is assessed by using a detailed rubric that evaluates five key areas: task fulfilment, language use, vocabulary, fluency, and delivery. Each of these categories is rated on a scale from 0 to 4, with 4 representing the highest level of performance. The task fulfilment criterion

focuses on how well the student addresses the speaking prompt, evaluating the relevance and depth of their response. Language use assesses the range and accuracy of grammatical structures, while the vocabulary criterion measures both the appropriateness and variety of the words used. Fluency refers to the smoothness and natural flow of speech, with attention paid to the presence or absence of hesitations. Finally, delivery evaluates pronunciation and intonation, determining whether the student's speech is intelligible and appropriately expressive. Scores of 4 indicate that students demonstrate full competence in each area, whereas scores closer to 0 reflect limited or problematic performance that may impede communication. The rubric's descriptors are clearly defined and enable consistent and objective assessment across learners. Although not explicitly referenced, the scale aligns closely with the principles of the Common European Framework of Reference (CEFR), particularly in its emphasis on communicative effectiveness and linguistic range. This holistic approach ensures that both accuracy and communicative ability are considered in evaluating a student's oral proficiency.

Before conducting the repeated measures ANOVAs, assumption checks were carried out to ensure the validity of the results. First, the assumption of homogeneity of variances was tested using Levene's test for both pretest and post-test scores across all dependent variables (amotivation, extrinsic motivation, intrinsic motivation, and speaking fluency). The results indicated that this assumption was met in all cases. Next, the normality of residuals was evaluated through Q-Q plots, which showed that the residuals were approximately normally distributed, supporting the assumption of normality. After verifying these assumptions, a series of 2 (Time: Pre vs. Post)  $\times$  2 (Group: Control vs. Experimental) mixed-design repeated measures ANOVAs were conducted for each variable to examine the main effects of time and group, as well as their interaction effects. These analyses helped determine whether there were statistically significant differences over time, between groups, or across time depending on group membership.

Table 2  
*Results of Mixed-Design Repeated Measures ANOVA for Amotivation*

Source	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
<b>Within-Subjects Effects</b>						
Time	0.3627	1	0.3627	1.281	.265	.034
Time * Group	0.0403	1	0.0403	0.142	.708	.004
Residual	10.1908	36	0.2831			
<b>Between-Subjects Effects</b>						
Group	0.139	1	0.139	0.199	.658	.005
Residual	25.138	36	0.698			
<b>Levene's Test of Homogeneity</b>						
Pretest (AMOT_PRE)	—	1, 36	—	0.0266	.871	
Posttest (AMOT_POST)	—	1, 36	—	2.4899	.123	

A mixed-design repeated measures ANOVA was used to analyze the amotivation scores, as illustrated in Table 1. Assumptions of normality and homogeneity of variances were checked prior to analysis using Q–Q plots and Levene's Test, respectively. The results indicated no significant main effect of time or group, and no significant interaction effect, suggesting that amotivation did not change significantly over time or between groups.

Table 3  
*Results of Mixed-Design Repeated Measures ANOVA for Extrinsic Motivation*

Source	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
<b>Within-Subjects Effects</b>						
Time	0.00185	1	0.00185	0.0188	.892	.001
Time * Group	0.04626	1	0.04626	0.4692	.498	.013
Residual	3.54955	36	0.09860			
<b>Between-Subjects Effects</b>						
Group	0.0403	1	0.0403	0.131	.720	.004
Residual	11.0915	36	0.3081			
<b>Levene's Test of Homogeneity</b>						
Pretest (EXT_PRE)	—	1, 36	—	2.303	.138	
Posttest (EXT_POST)	—	1, 36	—	0.464	.500	

A mixed-design repeated measures ANOVA was conducted to examine changes in extrinsic motivation (see Table 2). Levene's test confirmed the assumption of homogeneity of variances, and Q-Q plots indicated that residuals were approximately normally distributed. The analysis showed no significant main effects of time or group and no interaction effect, suggesting extrinsic motivation remained stable across time and conditions.

Table 4  
*Results of Mixed-Design Repeated Measures ANOVA for Intrinsic Motivation*

Source	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
<b>Within-Subjects Effects</b>						
Time	0.329	1	0.329	1.042	.314	.028
Time * Group	0.220	1	0.220	0.698	.409	.019
Residual	11.364	36	0.316			
<b>Between-Subjects Effects</b>						
Group	0.00098	1	0.00098	0.00167	.968	.000
Residual	21.1	36	0.587			
<b>Levene's Test of Homogeneity</b>						
Pretest (INT_PRE)	—	1, 36	—	3.50	.070	
Posttest (INT_POST)	—	1, 36	—	7.00	.066	

Table 4 presents the results of a mixed-design repeated measures ANOVA on intrinsic motivation scores. Prior to conducting the analysis, Levene's test and Q-Q plots confirmed the assumptions of homogeneity and normality. The results revealed no significant main effects or interaction, indicating that intrinsic motivation did not significantly differ across time or between the control and experimental groups.

Table 5  
*Results of Mixed-Design Repeated Measures ANOVA for Speaking Fluency*

Source	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
<b>Within-Subjects Effects</b>						
Time	13.76	1	13.762	27.12	<.001	.404
Time * Group	3.44	1	3.440	6.78	.013	.145
Residual	20.30	40	0.507			
<b>Between-Subjects Effects</b>						
Group	12.2	1	12.19	7.58	.009	.159
Residual	64.3	40	1.61			
<b>Levene's Test of Homogeneity</b>						
Pretest (Fluencies_Pre)	—	1, 40	—	5.44	.059	
Posttest (Fluencies_Post)	—	1, 40	—	3.03	.089	

As shown in Table 5, a mixed-design repeated measures ANOVA was used to assess changes in speaking fluency over time and between groups. Levene's test results and Q-Q plot inspections indicated that the data met the assumptions of homogeneity and normality. The results demonstrated significant main effects of both time and group, as well as a significant interaction effect. These findings suggest that speaking fluency improved over time, particularly in the experimental group.

**3.3.4 Qualitative.** Teacher journal was analysed by using thematic analysis. It was coded and then codes were coded under sub codes with themes. Thematic analysis was utilized, following the approach outlined by Braun and Clarke (2006). This analytical method provided a detailed understanding of the teacher's insights and experiences during the intervention.

**3.3.5 Reliability and validity.** The SMS scale includes 31 items and is divided into three main sections, along with three sub-sections that focus on extrinsic motivation. The Cronbach's alpha values for the three primary types of motivation were 0.71, 0.81, and 0.87, respectively. The alpha values for the sub-types of extrinsic motivation were below 0.70; however, this may be due to the limited number of items, which can make it difficult to achieve high reliability scores (Vallerand, Fortier, & Guay, 1997). The items in these three sections, as well as the reliability scores for the main types and extrinsic motivation subcategories, are reported accordingly.

To ensure interrater reliability during the speaking assessment, the English Preparatory Program implements a standardization process prior to the administration of the speaking exam. All instructors who participate in the assessment undergo a standardization session in which they are familiarized with the assessment rubric and calibrated using sample student performances. This process is designed to promote consistency in scoring and alignment in interpretation of the rubric descriptors across different raters. During the actual speaking exam, each student is evaluated by an instructor who assesses the student's performance based on the established criteria. Instructors provide their scores in accordance with the five categories outlined in the rubric, task fulfilment, language use, vocabulary, fluency, and delivery, and assign a final grade accordingly. This practice helps to maintain objectivity and scoring accuracy, as all raters rely on a shared framework and criteria when evaluating student performance. The combination of pre-exam standardization and the use of a detailed, analytic rubric supports the reliability and fairness of the speaking assessment process.

**3.3.6 Limitations.** One limitation of this study is the short duration of the intervention. The current events task was implemented over a period of ten weeks, which may not have been sufficient to produce measurable changes in students' motivation or speaking fluency. Language development and motivational shifts often require a longer period of consistent exposure and practice, so the relatively brief timeframe may have limited the potential impact of the tasks.

Another limitation is the limited sample size and context. The study was conducted with a small group of B1-level preparatory students from a single institution. As a result, the findings may not be generalized to other educational settings, proficiency levels, or student numbers.

### 3.4 The Training Process

This study implemented the Current Events Task over a five-week period in a B1-level English preparatory class. The intervention aimed to assess its impact on students' motivation and speaking fluency. The implementation process consisted of task introduction, student preparation, presentations each week. At the beginning of the study, students were asked about what is Current Event to see if there was any background knowledge. They were instructed to select a current news event of their choice, research it, and prepare a short presentation. To guide the students, an instruction sheet was given. The emphasis was placed on spoken delivery rather than reading from notes, with a focus on fluency, confidence, and engagement.

Each week, students selected a topic related to a recent event and prepared a short 2-3 minute oral presentation. They were encouraged to avoid full-script reading and instead use bullet points or brief notes. Presentations were conducted individually, with students speaking in front of the class.

Throughout the process, students' eye contact, pronunciation, hesitations, and reliance on notes were observed and recorded in a teacher's journal. Immediate feedback was given to help students improve in subsequent weeks. Common feedback points included reducing nervousness, improving intonation, and maintaining audience engagement.

Moreover, students' speaking performances were evaluated based on fluency criteria from their end-of-module exams, with scores ranging from 1 to 4. Additionally, their motivation levels were measured using the Academic Motivation Scale (AMS) through pre- and post-tests. Qualitative data was gathered through teacher journal reflections to track progress.

By the end of the five-week intervention, students demonstrated gradual improvements in fluency, confidence, and spontaneous speaking. Their reliance on notes decreased, and interactive elements in presentations increased. The Current Event Task was shown to encourage a more engaging and autonomous learning environment, supporting its potential for use in EFL classrooms

**3.4.1 Week 1.** Students were introduced to the concept of Current Events Tasks, with the purpose, expectations, and procedure explained in detail. They were encouraged to select topics that genuinely interested them, such as news in entertainment, technology, sports, world events, or science. To help them find and evaluate credible sources, guidance was provided on using reliable online news sites, articles, and TV broadcasts. At the beginning of the first week, students were asked if they knew what a current event was, and the task was explained thoroughly, including the requirements for their weekly presentations. A guidance worksheet outlining the necessary steps was distributed to support their understanding. Additionally, the Student Motivation Scale (SMS) was administered to assess their initial motivation levels, and pre-speaking scores from their previous module were collected from the testing office to establish a baseline for measuring fluency development.

**3.4.2 Week 2.** During the first week of the implementation, students were noticeably nervous and uncertain about the task. Many relied heavily on reading from their papers, demonstrating minimal eye contact and monotone delivery. For example, the student presenting on ADHD exhibited confidence but struggled with eye contact and hesitations, while the one discussing Mercedes prepared slides but often turned their back to the audience. Several students, such as those presenting on fashion, music, and polar bears, showed signs of nervousness through shaking hands, quick reading, or hesitation. Additionally, pronunciation and spelling mistakes were common. Some students, like the one presenting on Fenerbahçe, admitted to not studying and forgot some vocabulary. Overall, students were still unfamiliar with the task and hesitant to engage, leading to a lack of fluency and confidence.

**3.4.3 Week 3.** In the second week of the implementation, a slight improvement in confidence was observed, though reading from notes remained prevalent. Some students, such as the one discussing Turkish cuisine, demonstrated fluency but still relied on reading. Others, like the student presenting on bipolar disorder, attempted to use notes sparingly but exhibited nervous behaviors such as shaking hands. A few students showed progress in maintaining eye contact, including the one discussing the coach of Fenerbahçe. However, issues with pronunciation, spelling, and hesitations persisted. While some students felt more prepared, others, like the one presenting on

İcardi, struggled with nervousness to the point of cutting their speech short. Although reading from notes continued to dominate, a few students began showing signs of engagement and confidence.

**3.4.4 Week 4.** By the third week, several students exhibited noticeable progress in confidence and delivery. The student discussing the piano was particularly relaxed and spoke comfortably due to familiarity with the topic. Others, such as those presenting on Formula 1 and Bitcoin, moved away from reading and began relying on brief glances at their notes. Some students, like the one discussing Ali Koç, successfully created interaction by asking questions to the class. However, a few still struggled, such as the student presenting on 'Forgetting Someone,' who hesitated due to personal experience but showed determination by attempting the presentation again. Despite some remaining challenges, students demonstrated increasing fluency and engagement, with a shift towards more spontaneous speech

**3.4.5 Week 5.** During the fourth week, more students displayed confidence and spontaneity. The student presenting on advertisement switched topics at the last minute and delivered an interactive, fluent speech without relying on notes. Similarly, the student discussing pasteurization, being personally familiar with the topic, spoke confidently and engaged the class. However, some still relied on reading, such as the student presenting on memory and attention. Others, like the student discussing Ferrari F-1, showed significant improvement, appearing far more confident than in previous weeks. While nervousness persisted for some, overall hesitations were reduced, and more students demonstrated fluency and interaction.

**3.4.6 Week 6.** By the fifth week, notable progress was evident in many students. The student discussing 'What is Love' initially felt unprepared but delivered an engaging, confident, and interactive speech. Similarly, the student presenting on Golden Retrievers confidently demonstrated with a picture rather than relying on notes. Several students, such as those discussing Narcos and Aliens, also showed confidence and fluency without reading. However, a few, such as the student presenting on Cannes Film Festival, continued to read with little improvement. While some students still struggled with nervousness, the overall trend showed increased

fluency, confidence, and engagement compared to previous weeks. Finally, at the end of the week 6, students were presented Speaking Motivation Scale (SMS) as post test.

Overall, throughout the five weeks, students displayed a steady improvement in confidence, fluency, and engagement. Initially, most relied heavily on reading, avoided eye contact, and showed signs of nervousness. However, with each passing week, more students began speaking spontaneously, relying less on their notes, and demonstrating better interaction with their audience. While some still struggled with nervousness and reading habits, others made remarkable progress, with a few even delivering interactive and engaging presentations. Overall, the trend suggests that continuous practice and familiarity with the task significantly contributed to their improvement in public speaking skills.

## Chapter 4

### Findings

This chapter presents the results of the study by reporting the findings from both quantitative and qualitative data sources. The first section focuses on the quantitative data analysis, which includes a comparison of pre- and post-test scores obtained through the Academic Motivation Scale (AMS) and a speaking fluency rubric to examine changes in students' motivation and fluency levels. Statistical analyses are used to determine the extent of the intervention's effect. The second section explores the qualitative findings based on teacher journals and weekly classroom observations, offering insights into students' engagement, participation, and attitudes throughout the implementation of the current events tasks. By combining these two data sets, the chapter provides a comprehensive understanding of how the tasks influenced Turkish EFL preparatory students' motivation and speaking fluency.

#### 4.1 Analysis of Motivation and Speaking Fluency

This section explores how the motivation levels and speaking fluency scores of both the Experimental Group and the Control Group changed over time. Their performances are compared from the pre-test to the post-test and across the two groups at each stage. The results are presented with the support of ANOVA tables generated from the data collected.

**4.1.1 Within group and between group analysis of amotivation.** In order to compare the amotivation scores of both the Experimental and Control Groups, a 2x2 mixed-design repeated measures ANOVA was conducted and is shown in Table 6 and Table 7.

Table 6  
*Within Subjects Effects*

	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
Time	0.3627	1	0.3627	1.281	0.265	0.034
Time * GRUP	0.0403	1	0.0403	0.142	0.708	0.004
Residual	10.1908	36	0.2831			

Note. Type 3 Sums of Squares

Table 7  
*Between Subjects Effects*

	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
GRUP	0.139	1	0.139	0.199	0.658	0.005
Residual	25.138	36	0.698			

Note. Type 3 Sums of Squares

Table 8  
*Homogeneity of Variances Test (Levene's)*

	F	df1	df2	p
AMOT_PRE	0.0266	1	36	0.871
AMOT_POST	2.4899	1	36	0.123

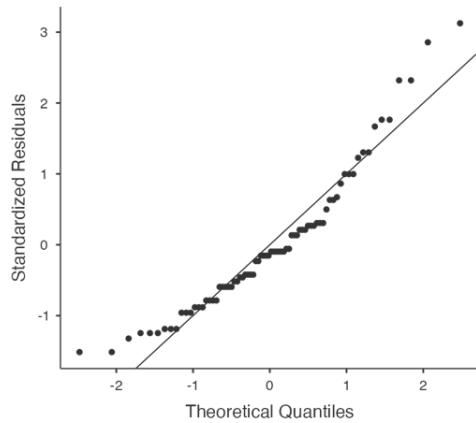


Figure 1. Q-Q Plot.

To be able to answer the third research question, A 2 (Time: Pre vs. Post)  $\times$  2 (Group: Control vs. Experimental) mixed-design repeated measures ANOVA was conducted to examine whether amotivation changed over time and whether this change differed by group. In table 8 Levene's test indicated that the assumption of homogeneity of variances was met for both Pre ( $F = 0.03, p = .871$ ) and Post ( $F = 2.49, p = .123$ ) scores, and Q-Q plots in table 9 showed that residuals were approximately normally distributed. As it can be seen in table table 6, there was no significant main effect of Time,  $F(1, 36) = 1.28, p = .265, \eta^2 = .034$ , indicating that amotivation did not change significantly from pretest to post-test. The main effect of Group was also non-significant,  $F(1, 36) = 0.20, p = .658, \eta^2 = .005$ , in table 7 showing that overall amotivation levels did not differ between the control and experimental groups. Finally, in table 6 the Time  $\times$  Group interaction was not significant,  $F(1, 36) = 0.14, p = .708, \eta^2 = .004$ , indicating that the pattern of change over time was equivalent across groups. Together, these results suggest that the intervention did not have a measurable effect on participants' amotivation

#### 4.1.2 Within group and between group analysis of Extrinsic Motivation.

To compare the extrinsic scores of both the Experimental and Control Groups, a 2x2 mixed-design repeated measures ANOVA was conducted and is shown in Table 10 and Table 11.

Table 9  
*Within Subjects Effects*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>	<b><math>\eta^2_p</math></b>
Time	0.00185	1	0.00185	0.0188	0.892	0.001
Time * GRUP	0.04626	1	0.04626	0.4692	0.498	0.013
Residual	3.54955	36	0.09860			

Note. Type 3 Sums of Squares

Table 10  
*Between Subjects Effects*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>	<b><math>\eta^2_p</math></b>
GRUP	0.0403	1	0.0403	0.131	0.720	0.004
Residual	11.0915	36	0.3081			

Note. Type 3 Sums of Squares

Table 11  
*Homogeneity of Variances Test (Levene's)*

	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
EXT_PRE	2.303	1	36	0.138
EXT_POST	0.464	1	36	0.500

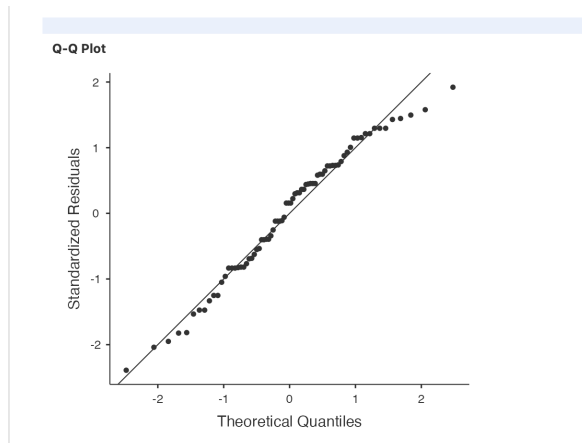


Figure 2. Q-Q Plot.

To provide an answer to the third research question 3, 2 (Time: Pre vs. Post)  $\times$  2 (Group: Control vs. Experimental) mixed-design repeated measures ANOVA was conducted on extrinsic motivation scores. In table 12 Levene's test supported the homogeneity of variances for Pre ( $F(1, 36) = 2.30, p = .138$ ) and Post ( $F(1, 36) = 0.46, p = .500$ ) measurements. The Q-Q plot indicated that residuals were approximately normally distributed. Table 10 shows that there was no significant main effect of Time,  $F(1, 36) = 0.02, p = .892, \eta_p^2 = .001$ , suggesting that extrinsic motivation did not change from pre-test to post-test. The main effect of Group was also non-significant,  $F(1, 36) = 0.13, p = .720, \eta_p^2 = .004$ , once again in table 12 indicating no overall difference between control and experimental groups. Finally, the Time  $\times$  Group interaction was not significant  $F(1, 36) = 0.47, p = .498, \eta_p^2 = .013$ , showing in table 10 that the pattern of change over time was equivalent across groups.

#### 4.1.3 Within group and between group analysis of Instinct Motivation.

To compare the intrinsic scores of both the Experimental and Control Groups, a 2x2 mixed-design repeated measures ANOVA was conducted and is shown in Table 14 and Table 15.

Table 12  
*Within Subjects Effects*

	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
Time	0.329	1	0.329	1.042	0.314	0.028
Time * GRUP	0.220	1	0.220	0.698	0.409	0.019
Residual	11.364	36	0.316			

Note. Type 3 Sums of Squares

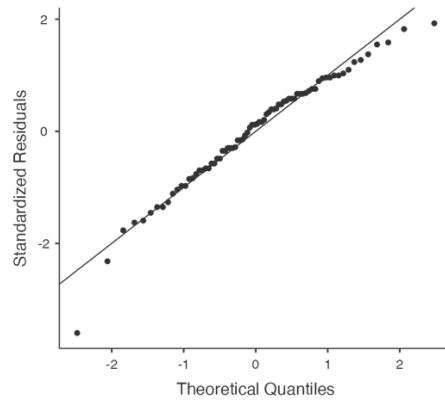
Table 13  
*Between Subjects Effects*

	Sum of Squares	df	Mean Square	F	p	$\eta^2_p$
GRUP	9.79e-4	1	9.79e-4	0.00167	0.968	0.000
Residual	21.1	36	0.587			

Note. Type 3 Sums of Squares

Table 14  
*Homogeneity of Variances Test (Levene's)*

	F	df1	df 2	p
INT_PRE	3.50	1	36	0.070
INT_POST	7.00	1	36	0.066



*Figure 3.* Q-Q Plot.

Furthermore, to find out third question, A 2 (Time: Pre vs. Post)  $\times$  2 (Group: Control vs. Experimental) mixed-design repeated-measures ANOVA was conducted to examine differences in intrinsic motivation. Levene's test indicated that the assumption of homogeneity of variances was met for both the pretest,  $F(1, 36) = 3.50$ ,  $p = .070$ , and the post-test,  $F(1, 36) = 7.00$ ,  $p = .066$ . Visual inspection of the Q–Q plot in figure 3 plot suggested that the residuals were approximately normally distributed. The main effect of time was not statistically significant,  $F(1, 36) = 1.04$ ,  $p = .314$ ,  $\eta_p^2 = .028$ , indicating no meaningful change in intrinsic motivation from pretest to post-test. Similarly, the main effect of group was not significant,  $F(1, 36) = 0.0017$ ,  $p = .968$ ,  $\eta_p^2 = .000$ , suggesting that overall levels of intrinsic motivation did not differ between the control and experimental groups. Additionally, the interaction between time and group was not significant,  $F(1, 36) = 0.70$ ,  $p = .409$ ,  $\eta_p^2 = .019$ , indicating that the pattern of change in intrinsic motivation over time was comparable across groups.

**4.1.4 Within group and between group analysis of speaking fluency.** To compare the speaking fluency scores of both the Experimental and Control Groups, a 2x2 mixed-design repeated measures ANOVA was conducted and is shown in Table 18 and Table 19.

Table 15  
*Within Subjects Effects*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>	<b><math>\eta^2_G</math></b>	<b><math>\eta^2_p</math></b>
Time	13.76	1	13.762	27.12	<.001	0.140	0.404
Time * Group	3.44	1	3.440	6.78	0.013	0.039	0.145
Residual	20.30	40	0.507				

Note. Type 3 Sums of Squares

Table 16  
*Between Subjects Effects*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>	<b><math>\eta^2_G</math></b>	<b><math>\eta^2_p</math></b>
Group	12.2	1	12.19	7.58	0.009	0.126	0.159
Residual	64.3	40	1.61				

Note. Type 3 Sums of Squares

Table 17  
*Homogeneity of Variances Test (Levene's)*

	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
Fluencies_Pre	5.44	1	40	0.059
Fluencies_Post	3.03	1	40	0.089

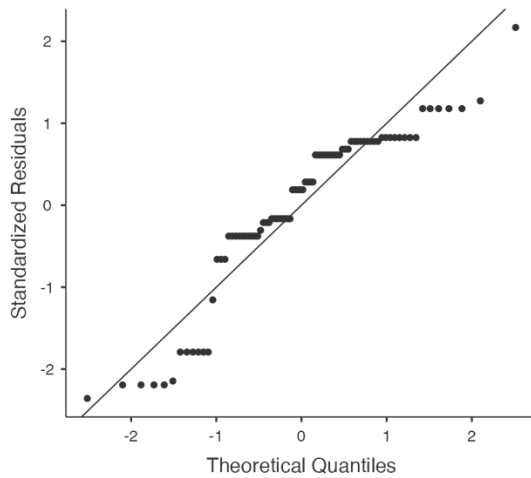


Figure 4. Q-Q Plot.

To be able to answer research question 4, A 2 (Time: Pre vs. Post)  $\times$  2 (Group: Control vs. Experimental) mixed-design repeated measures ANOVA was conducted to examine differences in speaking fluency. In table 20, Levene's test showed that the assumption of homogeneity of variances was met for both pretest,  $F(1, 40) = 5.44$ ,  $p = .059$ , and post-test,  $F(1, 40) = 3.03$ ,  $p = .089$ . The Q-Q plot in figure 4 indicated that residuals were approximately normally distributed. The main effect of time was significant as shown in table 18,  $F(1, 40) = 27.12$ ,  $p < .001$ ,  $\eta^2_p = .404$ , suggesting an overall improvement in fluency over time. In table 19, the group main effect was also significant,  $F(1, 40) = 7.58$ ,  $p = .009$ ,  $\eta^2_p = .159$ , indicating better performance in the experimental group. Moreover, the interaction between time and group was significant,  $F(1, 40) = 6.78$ ,  $p = .013$ ,  $\eta^2_p = .145$ , in table 18 showing that the increase in fluency differed between groups, with greater gains in the experimental group.

#### 4.2 Summary of Findings for Motivation

To be able to answer research question 3, a series of 2 (Time: Pre vs. Post)  $\times$  2 (Group: Control vs. Experimental) mixed-design repeated measures ANOVAs were conducted to examine changes in students' amotivation, extrinsic motivation, and intrinsic motivation over time and across groups. Collectively, checking students' speaking motivation for amotivation, the results indicated that the assumption of

homogeneity of variances was met, and residuals were approximately normally distributed. There was no significant main effect of time,  $F(1, 36) = 1.28$ ,  $p = .265$ ,  $\eta^2 = .034$ , suggesting that amotivation levels did not significantly change from pre-test to post-test. The main effect of group was also non-significant,  $F(1, 36) = 0.20$ ,  $p = .658$ ,  $\eta^2 = .005$ , indicating no overall difference between the experimental and control groups. Additionally, the interaction between time and group was not significant,  $F(1, 36) = 0.14$ ,  $p = .708$ ,  $\eta^2 = .004$ , showing that the pattern of change over time was similar for both groups.

Regarding extrinsic motivation, Levene's test confirmed the homogeneity of variances, and the Q-Q plot showed that residuals were normally distributed. No significant main effect of time was found,  $F(1, 36) = 0.02$ ,  $p = .892$ ,  $\eta^2 = .001$ , meaning extrinsic motivation remained stable across time. Similarly, the main effect of group was non-significant,  $F(1, 36) = 0.13$ ,  $p = .720$ ,  $\eta^2 = .004$ , and there was no significant interaction effect,  $F(1, 36) = 0.47$ ,  $p = .498$ ,  $\eta^2 = .013$ , suggesting that extrinsic motivation trends were comparable between groups. As for intrinsic motivation, the analysis showed that the homogeneity of variances assumption was met, and the residuals appeared normally distributed. The main effect of time was not significant,  $F(1, 36) = 1.04$ ,  $p = .314$ ,  $\eta^2 = .028$ , indicating no significant change in intrinsic motivation over time. Likewise, there was no significant main effect of group,  $F(1, 36) = 0.002$ ,  $p = .968$ ,  $\eta^2 = .000$ , and no significant time  $\times$  group interaction,  $F(1, 36) = 0.70$ ,  $p = .409$ ,  $\eta^2 = .019$ .

Overall, these results suggest that the current events task did not significantly impact students' motivation, whether in terms of amotivation, extrinsic motivation, or intrinsic motivation.

### **4.3 Summary of Findings for Speaking Fluency**

To provide an answer to the fourth question, A 2 (Time: Pre vs. Post)  $\times$  2 (Group: Control vs. Experimental) mixed-design repeated measures ANOVA was performed to investigate changes in speaking fluency. Levene's test results indicated that the assumption of homogeneity of variances was satisfied for both pretest and post-test fluency scores. The Q-Q plot inspection also suggested that residuals were approximately normally distributed. The analysis revealed a significant main effect of

time,  $F(1, 40) = 27.12, p < .001, \eta^2_p = .404$ , demonstrating an overall improvement in speaking fluency from pretest to post-test. Additionally, the main effect of group was significant,  $F(1, 40) = 7.58, p = .009, \eta^2_p = .159$ , indicating that students in the experimental group performed better overall compared to those in the control group. Importantly, the time  $\times$  group interaction was significant,  $F(1, 40) = 6.78, p = .013, \eta^2_p = .145$ . This suggests that the experimental group experienced a greater increase in speaking fluency over time compared to the control group. These findings indicate that integrating current events tasks into classroom activities positively contributed to the enhancement of students' speaking fluency.

#### **4.4 Qualitative Findings**

The qualitative data were collected through weekly teacher journal entries over the five-week intervention period. The purpose of these observations was to explore students' speaking behaviours, confidence levels, engagement, and fluency development during the implementation of current events tasks. These journal entries were analyzed by using a thematic analysis approach, guided by Braun and Clarke's (2006) six-phase method and framed by principles from Task-Based Language Teaching (TBLT) and learner motivation theories. First, the journal entries were read repeatedly to ensure familiarity with the content. Initial codes were then generated, focusing on recurring observations related to students' speaking behaviours, engagement, confidence, and fluency. These codes were grouped based on conceptual similarities and organized under broader themes. The emerging themes were refined and aligned with the study's theoretical framework, particularly examining how repeated task performance affected speaking fluency and motivational responses. To enhance the validity and reliability of the qualitative findings, triangulation was used by comparing observed behaviours across multiple weeks and identifying patterns in both individual progress and group development. As a result, four main themes were identified: (1) Initial nervousness and reliance on notes, (2) Gradual improvement in confidence, (3) Increased spontaneous speech and engagement, and (4) Persistent individual differences. These findings are discussed in relation to the research questions and existing literature in the following section.

**4.4.1 Initial nervousness and reliance on notes.** During the first week, most students exhibited noticeable nervousness and uncertainty about the task. Many relied heavily on reading from their papers, maintained minimal eye contact, and delivered speeches in a monotone manner. Specific instances, such as the student presenting on ADHD who struggled with eye contact and hesitations, and the student discussing Mercedes who frequently turned their back to the audience, highlighted the challenges students faced. Teacher observations revealed that students often *'read from the paper, turned back to the audience and read from the slide, and looked at me all the time with no eye contact with others.'* Nervousness also manifested physically, with notes such as *shaking hands and voice*, and some students verbally expressing anxiety, as one student mentioned she was *so nervous*. Pronunciation and spelling errors were frequent, and some students admitted to being unprepared. The teacher journal reflected instances where students *read quickly* and spoke in a *monotonous* tone, reinforcing the lack of fluency and comfort with spontaneous speaking activities at the start of the intervention.

**4.4.2 Gradual improvement in confidence.** From the second week onward, a gradual improvement in students' confidence was observed. Although many students continued to read from their notes, some began to engage more actively with the audience. For example, the student discussing Turkish cuisine demonstrated more fluency despite relying on written notes, while the student presenting on the coach of Fenerbahçe exhibited better eye contact compared to earlier weeks.

Teacher reflections noted that students were *reading less than the first week* and described some as *fluent but reading*. However, nervous behaviours persisted, with observations such as *shaking because of anxiety* and spelling mistakes like *climbers, knowledge, and comfortable* being common.

Students' discomfort was still apparent in behaviours like *avoiding eye contact* and *reading while checking the teacher's reaction*. Nonetheless, the teacher journal highlighted that several students were *nervous but more confident than last week*, suggesting that repeated exposure to current events tasks helped reduce initial anxiety. This progression aligns with previous research emphasizing the role of familiarity and task repetition in fostering greater learner confidence (Jayasinghe, 2023; Namaziandost, 2019).

**4.4.3 Increased spontaneous speech and engagement.** By the third and fourth weeks, a noticeable shift toward spontaneous speech and increased engagement was evident among many students. Several students began relying less on their notes, using only brief glances while speaking.

Teacher notes captured examples such as *he just glanced, did not read and his writing was too long but shortened it so that he could talk without looking*. Students exhibited more willingness to participate, with comments noting that *'he wanted to go first for the first time and looked more relaxed than in the first two weeks.'*

The student presenting on Formula 1 and the one discussing Bitcoin exemplified this transition, delivering more natural and confident speeches. Furthermore, interactive behaviours began emerging, such as one student who *got into the mood, got angry and made it fun for the class*, showing deeper engagement with the audience.

By the fourth week, additional improvements were recorded. One student *put music and did her speech fully spontaneous*, while another *started well but then forgot and returned to reading*. Nonetheless, increased confidence was evident with remarks like *so confident, did not read and it was spontaneous and only glances*, reflecting a broader shift towards more fluent and spontaneous speaking.

**4.4.4 Persistent individual differences.** Despite the overall improvement, some individual differences persisted throughout the implementation period. While many students exhibited reduced nervousness and greater fluency, a few continued to struggle with anxiety and dependency on written texts. The teacher journal noted cases where students showed *no improvement for five weeks*, continuing patterns of *reading, monotonous delivery, and no sign of change*. However, even among those who continued reading, some positive developments were observed. For instance, one student *read from the paper but was more fluent and confident* by the fifth week.

Although most students discussing topics like advertisement, Golden Retrievers, and Narcos demonstrated fluency and reduced reliance on notes, others, such as the student presenting on the Cannes Film Festival, maintained heavy dependence on reading with little spontaneity. These observations suggest that while task-based interventions like the current events task can significantly promote growth in speaking skills for many learners, personal factors such as anxiety, self-confidence, and preparation habits continue to influence performance. These findings align with Trinh

and Pham's (2021) study, which emphasized the persistent role of psychological barriers in speaking development.

### **Summary**

The qualitative data analysis revealed a clear developmental trend: students initially demonstrated anxiety and heavy dependence on written materials but gradually improved in terms of confidence, spontaneous speech, and audience engagement over time. The teacher journal provided important insights, capturing reflective comments such as '*Ayy I am too excited teacher*'. '*I cannot start*', illustrating the emotional journey students experienced throughout the intervention. However, individual variability remained, highlighting the complex and personal nature of speaking fluency development.

## Chapter 5

### Discussions and Conclusions

This chapter discusses the findings of the study in relation to the research questions and the existing literature. The study aimed to investigate whether the implementation of current events tasks influenced the motivation levels and speaking fluency of B1-level preparatory students, as well as to explore teacher perceptions about using these tasks

#### 5.1 Discussion of Findings for the Research Questions

**5.1.1 Discussion on the effects of current events tasks on the motivation of B1-level EFL preparatory students.** The first and third research questions explored whether current events tasks influenced students' motivation and whether any differences emerged between the experimental and control groups. Contrary to expectations, the intervention did not result in statistically significant changes in motivation levels whether intrinsic, extrinsic, or related to amotivation for either group.

This result was somewhat unexpected, especially according to the literature suggesting that authentic, relevant classroom tasks help students to enhance their motivation (Arda & Dincer, 2019; Yang, 2023). The current events tasks were carefully designed to foster personal interests, choice, and real-world engagement which is linked with increased motivational outcomes. However, the anticipated change did not happen within the eight-week period.

One possible explanation could be that motivation is naturally complicated and changes over time. As Dörnyei and Ushioda (2011) highlight, motivation is not a fixed habit but can change with social, and contextual factors. Students in this study were low level students and had been already facing academic challenges and perhaps carrying emotional burdens or low expectations. The fear of failure and ongoing assessment pressures may have affected students' motivation during the tasks.

Moreover, it is considering that motivational change may simply take longer to happen. Internal motivation might not shift dramatically in just a few weeks, especially in institutional settings where external factors such as exams, grading systems, teacher expectations still dominate. Mukti (2017) reminds that motivation can exist without

self-regulation and even motivated learners may struggle to act on that drive without supportive structures in place.

Additionally, background factors such as socioeconomic status (Özdemir & Hardal, 2022) may have influenced student engagement with the tasks in difficult but powerful ways. The tasks may have seemed interesting, yet other stressors in students' lives could have interfered with their ability to engage deeply or meaningfully.

Considering these, while the data did not show motivational improvements, this does not mean the tasks did not work. The results suggest that motivation is changeable, develops slowly, and it is affected by more than just classroom activities. As I have mentioned, future studies could use longer interventions to track changes over time.

**5.1.2 Discussion of the effects of current events tasks on the speaking fluency of B1-level EFL preparatory students.** The second and fourth research questions focused on speaking fluency. The results revealed that unlike motivation, findings were more encouraging. There had been a significant improvement in speaking fluency over time for all students. However, students who engaged with current events task improved more than those who were in controlled group.

These findings are consistent with existing research emphasizing the role of meaningful, communicative tasks in developing speaking skills. For example, Salehpour and Roohani (2020) and Uztosun (2021) emphasized that motivation and task engagement positively relate to speaking performance. Especially, Uztosun (2021) highlighted that self-regulated motivation for speaking tasks can enhance learners' speaking competence. Moreover, this study's results align with Namaziandost's (2019) findings that experience-based and real-world tasks significantly enhance speaking fluency. The current events tasks, which required students to select, research, and share news items of personal interest, encouraged authentic communication and spontaneous speech both crucial for developing fluency (Brand & Götz, 2011). Even though students at first did not like the idea of speaking in front of the whole class, the more they presented the more they became fluent.

The importance of using authentic materials, such as newspapers and news articles, was also emphasized by Gedikoglu (2009) and Çobanoğlu (2019), who found that real-world content increases students' engagement and cognitive awareness. After three weeks, students started to speak more spontaneously. Moreover, they started to

integrate the whole class with their speeches. Asking questions, making comments made the task even more interactive which resulted them enjoy the task. In line with Miller's (2011) emphasis on real-life contexts, the current events tasks provided students with meaningful, interest-based material that likely reduced anxiety and increased willingness to speak, factors also highlighted by Trinh and Pham (2021) as important for improving speaking performance.

Overall, the results suggest that integrating current events into EFL instruction can effectively enhance students' speaking fluency by providing authentic, motivating, and communicative learning experiences.

**5.1.3 Discussion of findings related to teacher perceptions of using current events tasks with B1-level EFL preparatory students.** Observations collected over five weeks painted a vivid picture of transformation in the classroom. In the early stages, many students appeared obviously anxious sticking their notes, avoiding eye contact, and often struggling over their words. Their dependence on written texts and hesitation to speak spontaneously revealed their discomfort and lack of confidence. However, as the weeks went by, a noticeable shift began to take place. Week by week, students became more comfortable such as some students voluntarily came up to the board to present their current event. Their speech became more fluid, their reliance on notes decreased, and they started to engage more naturally with both their peers. By the fifth week, many were speaking more freely, even smiling and responding to classmates' questions with confidence clear signs of growing fluency and comfort in expressing themselves in English.

This gradual but encouraging progress resonates with existing literature on the power of authentic and personally meaningful tasks. Studies like those of Namaziandost (2019) and Drajadi (2018) stress how experience-based learning environments can help reduce learners' performance anxiety and support fluency development. Similarly, Jayasinghe (2023) emphasized that opportunities for relaxed, student centered speaking activities can lead to increased willingness to communicate a pattern which exactly happened in this study.

Students seemed particularly engaged when the content was close to their interests. When discussing topics like Turkish cuisine, Formula 1, or even Golden Retrievers, their enthusiasm was concrete. This aligns with the work of Miller (2011) and Dabrowski and Marshall (2018), who argue that learners become more motivated

and engaged when they are allowed to express themselves through real-life, personally relevant content. The shift observed in this classroom confirms what Hickman and Thomas (2020) also suggest that when students care about the content, they engage more deeply and communicate more confidently.

Still, the journey was not without its challenges. A few students continued to show signs of nervousness and relied heavily on preparation unwillingness of completing the task. The findings of Trinh and Pham (2021), who highlighted that psychological barriers like anxiety do not disappear overnight and can vary from learner to learner.

Overall, the teacher's reflections underscore a clear trajectory of growth. While not all students reached the same level of ease, the general trend pointed toward increased confidence, greater spontaneity, and more meaningful engagement—suggesting that, when sustained over time, current events tasks can help students find their voice in a foreign language.

## **5.2 Conclusions**

This study explored the effects of integrating current events task into the curriculum of lower B1-level Turkish EFL students who were repeating the same level with motivational and performance challenges. While the primary goal was to enhance students' motivation and improve their speaking fluency, the quantitative data indicated no significant improvement in students' motivation levels across experimental and control groups. However, the intervention demonstrated a clear and statistically significant effect on students' speaking fluency. Teacher's journal entries also contain entries that can support the gradual improvement of fluency as it shows that students became more confident, engaged more with their peers and audience, and relied less on written notes during their presentations over time.

This study also aimed to address a gap in the literature. While task-based learning has been the focus of research, the use of current events tasks where students engage with real-world news and present it to their peers remains underexplored in Turkish preparatory-level contexts. By implementing this task with repeat B1 learners, the study offers new insights into how real-world, meaningful content can be used to engage underperforming students and support their language development. The results suggest that although motivational gains may take more time or require alternative

measurement methods, current events tasks can provide valuable opportunities for meaningful practice that enhances fluency and builds learner confidence.

### **5.3 Implications**

The findings of this study have several important implications for EFL teaching and curriculum design at the preparatory level. First, the increase in students' speaking fluency. Eventhough there were no significant result which was showing the task had increasing effect on students' motivation, the current events task intervention suggests that incorporating real-world, interest-driven content into classroom activities can maintain learner engagement and language fluency. This supports the integration of task-based learning approaches in EFL contexts, particularly those that prioritize authentic communication. Teachers may benefit from using current news topics to encourage spontaneous speech and foster meaningful classroom discussions. Curriculum designers and program coordinators might consider embedding such tasks into speaking courses to promote more dynamic, student-centered learning environments. Finally, these results point to the need for further research into how task design, topic selection, and student autonomy influence language outcomes in different educational settings.

### **5.4 Recommendations**

**5.4.1 Longitudinal studies.** To better understand the sustained effects of current events tasks on language learning, future research should focus on conducting longitudinal studies. While this study observed the impact of these tasks over a relatively short period, a longer-term investigation could provide deeper insights into whether the motivational and fluency benefits extend beyond the immediate post-test results. Such studies could explore how continued exposure to current events tasks influences learners' overall language proficiency, retention, and continued motivation over time. This could also reveal whether students experience diminishing returns or if the benefits of task-based learning are cumulative, offering more robust evidence for its long-term efficacy.

**5.4.2 Different learner groups.** Future research could further investigate how current events tasks affect learners at different proficiency levels, as well as in various cultural or educational contexts. It would be valuable to examine whether the results observed in this study particularly regarding motivation and speaking fluency are consistent across diverse learner groups. For example, comparing how students at beginner, intermediate, and advanced levels respond to these tasks might reveal varying levels of effectiveness, enabling educators to tailor their approach based on proficiency. Additionally, studies could explore how learners from different cultural backgrounds engage with current events topics, shedding light on any contextual or cultural factors that may influence the task's impact on language learning.

**5.4.3 Incorporate current events into curriculum.** Based on the findings of this study, it is recommended that educators integrate current events tasks into their curriculum to enhance both student motivation and speaking fluency. Real-world topics, which are both relevant and engaging, provide students with opportunities to connect language learning to their everyday lives. By including discussions and activities centered around current events, educators can create a dynamic learning environment that not only fosters student engagement but also encourages active participation in real-world communication. Furthermore, incorporating current events tasks into the curriculum can significantly enhance both student motivation and engagement. When current events are included as part of the official curriculum, students are likely to take the learning process more seriously, recognizing the real-world relevance of the material. This approach not only sparks students' curiosity but also offers teachers a valuable opportunity to tap into topics that resonate with students' interests, thereby fostering a more dynamic and motivated learning environment. By integrating current events into lessons, educators can better cater to students' needs, encourage active participation, and create a context that makes language learning feel meaningful and applicable beyond the classroom.

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