

Enhancing Critical Speaking Through Task-Based Learning in Madagascar's Rural Education Context

¹*Andriamiarana Narovana, ¹Sri Setyarini, ¹Pupung Purnawarman,
²Norolalao Hanta Léa

¹Department of English Language Education, Faculty of Language and Literature, Universitas Pendidikan Indonesia, Bandung, Indonesia

²Department of Educational Science, Faculty of Education, University of Fianarantsoa, Ecole Normale Supérieure de Fianarantsoa, Fianarantsoa, Madagascar

*Corresponding Author e-mail: andriamiarana@upi.edu

Received: January 2026; Revised: February 2026; Accepted: February 2026; Published: March 2026

Abstract

English is the third most spoken language in Madagascar, after French, the national language, and Malagasy, the native language, yet its teaching in rural schools remains challenging due to limited exposure, insufficiently trained teachers, and curriculum constraints. This study focuses on investigating the contribution of the task-based approach to learners' development of critical speaking, as it helps them use language critically in their everyday lives and enhances their communicative competence. This study also explores the challenges learners face in class that limit their critical speaking development. Utilizing a qualitative approach, data were collected through semi-structured online interviews with two English teachers from junior and senior high schools. The findings reveal that learners from senior high school have improved their speaking skills and critical expression through a task-based approach (role play, debates). In contrast, those from junior high school are still taught through a teacher-centered approach, as they are beginner-level students with limited prior exposure to English; thus, their critical ability is still low. The most significant challenges encountered while developing critical skills are learners' difficulty in mastering the language itself and the curriculum's extensive content, which must be taught and mastered within a short timeframe. These results highlight the need for curriculum reform that prioritizes communicative tasks, scaffolding at lower levels, and increased instructional time for English. This study contributes to a deeper understanding of classroom practice in rural areas of Madagascar by exploring strategies that foster learners' communicative and critical skills within an English as a Foreign Language setting.

Keywords: Critical speaking; EFL classroom; Rural area of Madagascar; and Task-based approach

How to Cite: Narovana, A., Setyarini, S., Purnawarman, P., & Léa, N.H. (2026). Enhancing Critical Speaking Through Task-Based Learning in Madagascar's Rural Education Context. *Journal of Language and Literature Studies*, 6(1), 225-234. doi: <https://doi.org/10.36312/jolls.v6i1.4643>



<https://doi.org/10.36312/jolls.v6i1.4643>

Copyright© 2026, Narovana et al.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

English is considered the third most spoken language in Madagascar after French, the national language, and Malagasy, the mother tongue. Teaching English has always been a challenge for Malagasy teachers due to its status as a third language and its importance for learners, especially those in rural areas of Madagascar. Apart from those who know their path in advance, such as those who wish to pursue further studies in a foreign language major, Malagasy learners do not generally show interest in learning foreign languages, especially English, and strive to perform well in this subject. As the educational system in Madagascar also divides learners into those specializing in science or language, this shapes learners' mindsets, especially those of science students, to prioritize the mastery of their own language and leave English for language learners. Yet,

they still have English subjects until they finish their studies. In mastering a language, whatever it is, the four skills (listening, speaking, reading, and writing) should be well developed for speakers to communicate and use the language effectively.

Within the Malagasy educational system, when learners reach senior high school, in grades 11 and 12, they are given an area of focus either to be specialised in language or science. Those who have language as an area of focus will have more meetings within a week compared to those who are specialised in science. Due to that categorisation, learners, especially those who are specialized in science, feel that focusing and putting their effort into the English subject is not a priority, as it has less weighting factor in their program. Whereas learners specialised in language see English as one of the difficult subjects to learn because of its place as a third language, as they also need to master French. This language is seen as complicated for foreign learners.

English, in a rural area context, is taught most of the time in Malagasy (the mother tongue) or in French, but not 100% in English. The reason is that learners do not have enough exposure, so conducting the class in English will create a lot of confusion in the classroom. Besides, due to several reasons, such as a lack of English teachers in rural areas, most schools employ those who can master it, even though they are specialised in other subjects. For instance, if a science teacher is good at English or has followed an English course in an institution for several months and is seen to be able to teach, the school will assign him/her to be both a Science and English teacher. As a result, English teachers from rural areas often lack sufficient training and still encounter difficulties in conducting their classes fully in English.

However, as one of the primary aims of learning a language is to become proficient in speaking it, speaking skills are considered important, as they enable users to convey meaning (Nita & Rozimela, 2020). Additionally, speaking is considered both a receptive and productive skill, as it enables an interactive process between speakers and listeners (Huriyah et al., 2020). Last but not least, when someone is learning English or any other foreign language, one of the main objectives is to develop their proficiency in speaking skills (Yegani & Hojjat Jodaei, 2017). These examples demonstrate the importance of this skill not only for students in formal education but also for learners from various institutions.

However, among the four skills developed while teaching English, speaking is considered one of the most difficult skills to be mastered by EFL learners and to be developed by EFL teachers (Masuram & Sripada, 2020). For the case of Malagasy learners, as they are English as a Foreign Language (EFL) learners, they encounter several difficulties, like every EFL student, while learning English, such as fear of criticism, shyness to speak even with their classmates, and their lack of vocabulary (Nita & Rozimela, 2020). However, difficulties do not come alone from the side of students; their teachers also face issues while helping them develop their speaking skills due to their lack of competence (im Adama Mickiewicz Poznaniu, 2011). Besides, learners also do not get enough exposure to the language because the classroom activities that are given to them are still based on conventional teaching, which does not allow learners to use the language communicatively and in their real-life context (Getie, 2020).

Following the 21st-century skills that should be included within the educational framework of nowadays (Altay & Mirici, 2024), it has been recognized as essential to integrate critical skills into the EFL classroom, equipping learners with the necessary tools to enhance their everyday lives. Those 21st-century skills are Creativity, Critical thinking, Communication, Collaboration, Information Media, and Technology skills (Urbani et al., 2017). As Critical thinking requires effective communication, which enhances listening, speaking, reading, and writing skills (Arthi & Gandhimathi,

2025) The development of critical speaking skills has been recognized as important due to the significance of speaking skills for EFL learners.

To face those challenges, one of the approaches that help English learners to improve their speaking ability is the use of task-based learning, since this method helps students to communicate spontaneously and acquire knowledge of the structure and usage of the target language through practical tasks (Azizifard, 2024). It helps learners to get more exposure and have the opportunity to use the learned language in a real-life context. Besides, task-based learning contributes to the active intellectual growth of learners when they are engaged in participating and applying tasks. It emphasizes experiential learning, which allows learners move from what they already have knowledge and can do, to the incorporation of new knowledge and skills (Masuram & Sripada, 2020).

This research significantly contributes to demonstrate how task-based learning can enhance the critical speaking skills of learners from the rural area of Madagascar, where exposure to English is limited. By investigating challenges of practicing this approach, the research provides valuable insights for teachers, curriculum designers, and policymakers seeking to enhance communicative competence in under-resourced contexts.

This study aims to investigate the effectiveness of the Task-Based Approach in an EFL classroom in a rural area of Madagascar, to improve learners' critical speaking skills. Accordingly, the following research questions are examined: (1) To what extent does the task-based approach contribute to developing learners' critical speaking? (2) What challenges do students from rural areas of Madagascar encounter in the classroom that limit their development of critical speaking skills?

Critical speaking skills

Critical speaking skills are among the largest components of critical thinking skills (Rodionova & Titova, 2023) as it helps learners to use the language critically. What is meant by critical speaking is the ability to learn to examine and connect information, then express it in a different language, and precise enunciation (Wahyuni et al., 2019). To understand the importance of critical speaking skills, it is better to elaborate on what speaking in an EFL context means. According to Lackman (2010), there are 10 subskills or micro skills of speaking, which are fluency, accuracy, using functions, appropriacy, turn-taking skills, responding and initiating, repair and repetition, range of words and grammar, and discourse markers. The aim of developing their speaking skills is to equip them with the necessary tools for them to use the language not only in the classroom, but also outside of it. Those subskills have been seen as important as they help learners to develop their speaking skills effectively, and for learners to be able to use them in their real-life context.

Speaking skills have four essential elements. First of all, the connected speech. It is the ability not only to use phonemes accurately, but also the capability to be fluent in constructing what the users want to say. Connected speech is composed of assimilation, elision, linking, and stress patterning. The second is the expressive devices. It is related to paralinguistics in face-to-face conversation (change of pitch, stress of utterances, volume, and speed). Expressive devices allow speakers to convey meaning and the message effectively. The third is the lexis and grammar in which learners will be exposed to a variety of topics, such as conducting an interview, booking a hotel room, etc, which will help them to use the learnt language in a real-life context. Last but not least is the negotiation of language, in which the users will be able to clarify the message they are conveying when needed.

Task-Based Learning

Task-Based Learning (TBL), also known as Task-Based Language Teaching, is a method where students learn language through tasks (Richards & Rodgers, 2011). It is an effective way to improve learners' speaking skills as it provides speaking practice for learners, and it is also student-centered as it focuses on task completion, the use of an analytical approach, and emphasis on the real-life communication needs of learners (Afifah & Devana, 2020). It also helps students to improve and develop their speaking skills through engaging tasks, as they will become more creative, spontaneous, and interact with one another using the target language to finish their assignments (Nita & Rozimela, 2020). Many studies have been conducted to evaluate the effectiveness of the task-based approach in an EFL classroom, which have resulted in positive outcomes (Ismaili, 2013). The study related to the use of task-based instruction, she has concluded that learners perform well while using this approach as they are allowed to use the language to do things, to access information, solve problems, and to talk about personal experiences. Tanasarnsanee's (2002) research focused on the comparison of the use of 3Ps and the task-based approach within Japanese learning. The findings stated that those who were taught using the Task-Based Approach showed a high level in their foreign language learning, as they could improve their communication skills. Ellis (2000) emphasizes that task-based language teaching is a form of teaching that treats language primarily as a tool for communicating rather than as an object for study or manipulation.

RESEARCH METHOD

Research Design

This study employed a qualitative approach to investigate the effectiveness of the Task-Based Approach in an EFL classroom in a rural area of Madagascar, to improve learners' critical speaking skills. This method was to be compatible with this study, as it provides for a comprehensive investigation of real-world classroom experiences, capturing the voices, actions, and views of instructors and students in the teaching and learning process (Levy, 2015). This study was conducted in two schools in a rural area of Madagascar. One in a public Junior High School in Tsiafahy, and one in a public Senior High School in Mahasolo, Madagascar. According to Cresswell (2013), one of the most common sources of data collection in Qualitative research is an interview. Therefore, this study used semi-structured interviews as they encourage deep insights regarding the issue, help explore authentic experiences of the teachers, and any challenges. The questions of the interview were about their background knowledge of critical speaking, their familiarity with the Task-Based Learning Approach and its implementation within their classroom, and teachers' recommendations regarding effective strategies to develop learners' critical speaking.

Research Subjects

The participants in this study are two English teachers from a rural area of Madagascar, with a focus on their perceptions and the teaching and learning process. One from the senior high school of Tsiafahy, and one from the junior high school of Tsararivotra, both located in the rural area of Madagascar. The participants were chosen through purposive sampling as they represent typical rural public schools in Madagascar where English is taught under limited conditions. To respect participants' privacy, we pseudonymize them as Teacher A and Teacher B.

Research Procedure

To address the research questions, the data were collected through semi-structured online interviews through WhatsApp calls, which lasted for about 30 minutes. The participants were given a consent form and signed it before the interview proceeded.

The researcher used both English and Malagasy during the interview to facilitate a clear understanding and to ensure a good flow of communication. The researcher took note of the response of the teacher in both languages during the interview session, then later translated the Malagasy version into English.

The interview questions were developed following the framework of critical speaking skills and task-based learning. It was divided into three parts, which concern teachers' Background of critical speaking skills, Task-Based Learning Approach and Its Implementation in their classroom, and Recommendations for future practice. The questions were formulated as follows. For part 1: 1) How do you define speaking skills? 2) How do you design speaking activities for your learners? 3) Do students generally feel confident expressing their ideas in spoken form? Why or why not? 4) Can you describe the typical speaking challenges your students face in the classroom? 5) How do you scaffold speaking tasks for students with lower proficiency levels? 6) What role do you think speaking skills play in their overall language development? 7) How do you define critical speaking skills in the context of your students' needs? 8) Do you think our English curriculum is designed to develop learners' critical skills? Why?

For part two: 1) What do you know about the task-based learning approach? Are you familiar with it? If yes: a- How do you design speaking activities that follow a task-based approach? b- Based on your experience, has TBL improved students' ability to structure arguments or express critical viewpoints? c- Have you observed long-term improvements in students' communicative confidence through TBL? d- How do peer interactions during task-based activities influence students' ability to think critically while speaking? If no, a- Do you think TBL will help develop learners' critical speaking skills? Why? b- In your context, what kind of tasks do you think are effective for your learners to develop critical speaking skills? c- Based on their level, do you think task-based learning will help them develop their critical speaking skills?

For part three: 1) What are your recommendations for optimizing Task-based Learning strategies to enhance critical speaking skills? 2) What kind of support (e.g., teacher training, materials) would make TBL more effective in developing speaking skills? 3) Related to the Malagasy curriculum, what are your suggestions regarding its content in helping learners develop their critical speaking skills?

Data Analysis

The collected data was transcribed and then analyzed thematically, identifying common patterns, themes, and meanings within the data. To ensure the accuracy of the translated interview, cross-checking was done from both the Malagasy and the English versions of the interview transcript. According to Braun & Clarke (2006), thematic analysis is a flexible but rigorous approach that enables researchers to systematically uncover, analyze, and report patterns (themes) in qualitative data. For this study, thematic analysis allowed us to gather the necessary information regarding the use of task-based learning within an EFL classroom in rural areas of Madagascar. Besides, it also facilitates the understanding of classroom practice and the challenges met by the teachers in helping the development of critical speaking.

Regarding the process of thematic analysis, the interview transcripts were read several times to help gain familiarity with the answer then were systematically coded manually. Initial codes were identified based on the research questions, which are: To what extent does the task-based approach contribute to developing learners' critical speaking? (2) What challenges do students from rural areas of Madagascar encounter in the classroom that limit their development of critical speaking skills?

RESULTS AND DISCUSSION

The result of the semi-structured interview identified three primary themes: (1) Learners' challenges in their skills development, (2) Implementation of task-based learning, and (3) Teachers' recommendations for successfully implementing a task-based approach to develop critical speaking.

Learners' challenges in their skills development

According to EFL teachers from the rural area of Madagascar, critical speaking is defined as the ability to use the language orally and fluently while building self-confidence; it is also the ability to express an idea about a specific topic.

"For me, critical speaking is the ability to discuss a point of view related to a topic" (Teacher A), "I would say that critical speaking skills is being able to express an idea or opinion about a subject using a specific language, like the language that students are learning" (teacher B)

For the case of learners from rural areas, their ability does not even reach the critical level as they are still struggling in developing the skill itself. As we focused on the speaking skills, learners are facing multiple challenges in their skills development, as they are afraid to express themselves due to the lack of resources, such as useful lexical items and ways for word combinations.

Besides, they also fear the mockery of their friends, especially when they make mistakes. Those are typical for EFL learners, namely for low beginners. Learners also feel shy when it comes to expressing their thoughts in English; although they have the answer and can express it, they always opt to use their mother tongue to give a response. *"They are afraid to make mistakes, their classmate laugh at them when they are wrong, they also feel shy and afraid of being scolded when expressing themselves, yet no one does that."* Teacher A. At their stage, especially those who are in grades 6 and 7, they are still considered low beginners and do not have enough confidence in their learning process, especially in their skills development.

Implementation of task-based learning

Regarding the implementation of task-based learning in an EFL classroom in the rural area of Madagascar, there are two cases based on the results of the findings. For senior high school students, grades 10,11, and 12, their teacher tries to implement the task-based approach by doing an activity in which the teacher will be a model for their learners to copy. Most of the time, they are asked to make up dialogue about a specific topic and then asked to perform in front of the class. *"I mostly use dialogues when I teach speaking to my students because they are more efficient. I give them dialogues that they have to fill in with expressions, grammar items, or vocabulary that we learned in the Presentation stage. Then, after the correction, I ask them to act them out. Finally, I ask the students to build their dialogues, based on a topic, which contains the expressions, grammatical points, and vocabulary we've learned,"* Teacher B.

Based on their performance, we can say that the use of TBL has slightly improved their ability to express arguments. This approach is suitable for them as they have enough background knowledge. *"I think it has slightly improved thanks to the model I gave them. They know the output that is expected from them, and they make efforts to express their ideas. I see from their work and from the correction of our activities that they have different ideas and opinions about a subject, but they still have difficulties expressing them in English,"* Teacher B.

Whereas for those from junior high school, the class is still teacher-centered as they do not have any prerequisite when it comes to English, as it is their first time to learn the language. According to their teacher, if we want to develop critical speaking skills through the TBL approach, better to lead the class in the mother tongue first, then translate to English, as those learners have a very low level of proficiency. *"Learners from grade 6 are low beginners, so it's difficult to develop critical skills, as mastering the language itself is*

already difficult. maybe it would be effective if we do it in our mother tongue, not a third language,” Teacher A.

The contrast between junior and senior high schools emphasizes that Task-Based Learning is most effective when learners already have a foundation in English. We can see the case of those learners from high school. This implies that within the curriculum, there should be an integration of preparatory scaffolding at lower levels before introducing Task-Based Learning.

Teachers’ recommendations for successfully implementing a task-based approach to develop critical speaking

What has been mentioned many times during the interview, when we talk about the issue of the EFL classroom, is the curriculum. For both cases, junior and senior high school, teachers noticed that the curriculum does not allow the learners to develop their critical speaking skills successfully due to several reasons. First of all, due to the time dedicated to the English class. For junior high school, they only have 3 hours a week of the English subject, which is not enough based on the reality in the classroom. It is then better to adjust the time dedicated to English for learners to develop their skills.

“Units should be reduced, but create a link among them in each grade. We have 12 units for one academic term, it would be better to reduce those units and help them master the few units for a year, then they will continue in their next grade. It is also better if we adjust the time for English class because it's only 3h/week, and yet for French, they give 4h/ week, even for grade 9, English is just 4h, but French is 6h.” Teacher A.

Besides, the content of the lessons designed in the curriculum is also too much, but learners will not have time to master it because of the time limit. The content also does not allow learners to use the language in their daily life, so they only speak English during English class. It is better to add more context and add a slot in which learners can have other activities to help them improve their critical speaking skills, such as debates.

“I think we should add more contexts, more reading, and more listening activities where students can get more knowledge about the language first, and more knowledge about the topic we teach them. If they know more about the topics, it will be easier for them to make an analysis and then express their points of view. We shouldn't stop at inciting students to share their personal experience; we should incite them to analyse and express their reaction, feelings, and opinions about the topics we teach them.” Teacher B.

Interpretation of the findings

The findings directly address the research questions of this study. First of all, to answer the question of the extent to which the task-based approach contributes to developing learners’ critical speaking? The result has shown us that for the case of senior high school student from the rural area of Madagascar, the Task-based Learning approach has helped develop their speaking skills, although it has not reached the critical level yet. Prior studies (Ismaili, 2013; Ellis, 2000) confirm that TBL enhances communicative competence. It is shown in the result that although learners still lack confidence and do not have enough language features to express themselves freely and perfectly, from the activity prepared by their teacher, such as making dialogue, they are allowed to use what they know related to the English language. Task-based Learning provides many benefits as it is communication-based, allowing previously acquired information to be passed to current communicative contexts (Nunan, 2004).

Regarding the challenges faced by learners that limit their development of critical speaking skills, according to the results, we have discovered several aspects. First of all, it is the curriculum itself that makes it challenging, as the content is not designed to develop students’ critical skills. The Malagasy curriculum is designed to develop learners' ability to master mostly the grammatical aspects of English. Most of the classroom activity revolves around the mastery of grammar. Besides, the content of the curriculum

as well do give enough context to the learners to help them develop their critical skills. Within one academic term, they are supposed to master 12 units, which is complicated, especially for low beginners, as they are still progressing very slowly.

The second challenge is the time given to Malagasy learners to study the English subject in class. It does not have as much time compared to other languages such as Malagasy and French. For the case of junior high school, for instance, learners only have 3h per week, whereas French is 4h per week. When they go to the higher level, like grade 9, English is only 4h per week, whereas French is 6h, yet they have the same coefficient for the national examination. As a result, due to the time limit, although teachers want to implement different approaches to help their students develop their critical skills, they do not have enough time and can only focus on achieving the early goal for their class.

Limit of the study

The findings are based on the results we got from two English teachers from the rural area of Madagascar, one from junior high school and one from senior high school, which may not fully represent broader populations or different educational contexts. However, it is difficult to contact teachers from rural areas in Madagascar due to the lack of means of communication to reach them. Besides, when it comes to EFL teaching and learning in Madagascar, especially when we talk about critical skills development, there are still few studies related to that matter. Most of the work written is about students' learning autonomy. As a result, the literature review is not rich enough when it comes to the exploration of the teaching and learning process in an EFL classroom in a rural area of Madagascar.

CONCLUSION

Critical skills are very crucial in today's learning era as they contribute to the fulfillment of the 21st century skills that we should develop and master to help us face challenges in our lives nowadays. Developing critical thinking skills, especially critical speaking, is needed as it helps our learners to explore ideas and viewpoints logically. It also allows students to express their thoughts freely and organize. For that, there exist several strategies that foster learners' critical speaking, especially the Task-Based Learning approach. It allows learners to learn from tasks by using their prior knowledge as a basis for knowledge. The activity related to this approach also helps learners to get engaged in speaking activities.

For the case of the Malagasy context, especially those from rural areas, teachers of senior high school have already implemented the task-based learning approach that has resulted in a slight change in the learners' speaking abilities, whereas for the case of junior high school, as they are considered low beginners, their classes are still teacher-centered. Apart from the fact that critical skills are still difficult to teach to students from rural areas of Madagascar, one of the common challenges is also the curriculum. Its content is not yet designed for critical skills development; teachers also feel that the content is too heavy for one academic year, and yet, the time is limited. For the case of the English subject, they only have 3h/ week for junior high school, and 4h /week for senior high school. Conducting more research on critical skills development strategies and their implementation within the Malagasy context is then recommended, and crucial to help the Malagasy learners to get sufficient knowledge to face the real-life world.

RECOMMENDATION

In the 21st century, students are recommended to be equipped with the necessary knowledge, including critical skills. As a future research recommendation, Malagasy or foreign researchers who want to focus their work in a Malagasy context are advised to conduct additional research regarding the implementation and the development of

critical skills for learners in rural areas. Based on the findings, developing critical skills is not yet common in the Malagasy educational system; it would be better if we focused more on it to provide updated, high-quality education to Malagasy students.

ACKNOWLEDGMENT

This project/article has been funded with the support of the Kemitraan Negara Berkembang (KNB) Scholarship from the Ministry of Higher Education, Sciences, and Technology of the Republic of Indonesia on behalf of the Government of the Republic of Indonesia. This publication reflects the view only of the author, and the Ministry of Higher Education, Sciences, and Technology of the Republic of Indonesia cannot be held responsible for any use which may be made of the information contained therein.

REFERENCES

- Abudlridha, Q. A., & Abdul Latiff, H. A. (2020). Assessing Iraqi university readers' critical thinking development through the use of reader response strategy in the instruction of Shakespeare's literary text. *Humanities & Social Sciences Reviews*, 8(2), 123–133. <https://doi.org/10.18510/HSSR.2020.8215>
- Afifah, N., & Devana, T. (2020). Speaking skill through task-based learning in English foreign language classroom. *Jo-ELT (Journal of English Language Teaching)*, 7(2), 135–144. <https://doi.org/10.33394/jo-elt.v7i2.3109>
- Altay, A. A., & Mirici, I. H. (2024). EFL instructors' implementations of 21st-century skills in their classes. *International Journal for Housing Science and Its Applications*, 45(2), 37–46.
- Arthi, M. P., & Gandhimathi, S. N. S. (2025). Research trends and network approach of critical thinking skills in English language teaching: A bibliometric analysis implementing R studio. *Heliyon*, 11(2), e42080. <https://doi.org/10.1016/j.heliyon.2025.e42080>
- Azizifard, F. M. (2024). The effect of task-based language teaching on speaking skill. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 8(1), 65–71. <https://doi.org/10.24086/cuejhss.vol8n1y2024.pp65-71>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cottrell, S. (2011). What is critical thinking? In *Critical thinking skills* (pp. 1–16). Palgrave Macmillan. https://doi.org/10.1007/978-0-230-34489-1_1
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). SAGE Publications.
- Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193–220. <https://doi.org/10.1177/136216880000400302>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184. <https://doi.org/10.1080/2331186X.2020.1738184>
- Ghanizadeh, A., Al-Hoorie, A. H., & Jahedizadeh, S. (2020). Higher order thinking skills. In *Higher order thinking skills in the language classroom* (pp. 1–51). Springer. https://doi.org/10.1007/978-3-030-56711-8_1
- Heydarnejad, T., Fatemi, A. H., & Ghonsooly, B. (2021). The relationship between critical thinking, self-regulation, and teaching style preferences among EFL teachers: A path analysis approach. *Journal of Language and Education*, 7(1), 96–108. <https://doi.org/10.17323/JLE.2021.11103>

- Huriyah, L., Nuriawarti, F. A., Zahro, S. F., & Hardini, W. A. (2020). Peer dialogue as an effective way for teaching speaking: Indonesian EFL students' voices. *Proceedings of the International Conference on English Language Teaching*.
- Aleksandrak, M. (2011). Problems and challenges in teaching and learning speaking at advanced level. *Glottodidactica*, 37(1), 37–48. Adam Mickiewicz University Press.
- Ismaili, M. (2013). The effectiveness of task-based learning in developing students' speaking skills in academic settings: A study conducted at South East European University (SEEU). *Academic Journal of Interdisciplinary Studies*, 2(4), 143–150. <https://doi.org/10.5901/ajis.2013.v2n4p143>
- Lackman, K. (2010). *Teaching speaking sub-skills: Activities for improving speaking*. Ken Lackman & Associates.
- Lau, J. Y. F. (2024). Revisiting the origin of critical thinking. *Educational Philosophy and Theory*, 56(7), 724–733. <https://doi.org/10.1080/00131857.2024.2320199>
- Levy, M. (2015). The role of qualitative approaches to research in CALL contexts: Closing in on the learner's experience. *Computer Assisted Language Learning*, 32(3), 554–568. <https://doi.org/10.1558/cj.v32i3.26620>
- Masuram, J., & Sripada, P. N. (2020). Developing speaking skills through task-based materials. *Procedia Computer Science*, 172, 60–65. <https://doi.org/10.1016/j.procs.2020.05.009>
- Nita, A., & Rozimela, Y. (2020a). The use of task-based learning to enhance speaking skill of senior high school students. *Proceedings of the 3rd International Conference on Language, Literature, and Education*.
- Nita, A., & Rozimela, Y. (2020b). The use of task-based learning to enhance speaking skill of senior high school students. *Proceedings of the 3rd International Conference on Language, Literature, and Education*.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2011). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Rodionova, I. V., & Titova, O. A. (2023). Teaching tools for critical reading development. *Russian Journal of Education and Psychology*, 14(5), 7–23. <https://doi.org/10.12731/2658-4034-2023-14-5-7-23>
- Tanasarnsane, S. (2002). 3Ps, task-based learning, and Japanese learners. *Journal of Language Teaching and Research*, 3(2), 45–56.
- Urbani, J., Roshandel, S., Michaels, R., & Truesdell, E. (2017). Developing and modeling 21st-century skills with preservice teachers. *Journal of Curriculum and Teaching*, 6(1), 21–34. <https://scholar.dominican.edu/all-faculty/303>
- Wahyuni, S., Qamariah, H., Gani, S. A., Yusuf, Y. Q., & Syahputra, M. (2019). Critical thinking skills: British Parliamentary debate system to improve English as foreign language (EFL) students' critical speaking. *Budapest International Research and Critics Institute Journal (BIRCI-Journal)*, 2(3), 429–433. <https://doi.org/10.33258/birci.v2i3.444>
- Willis, J. (1996). *A framework for task-based learning*. Longman.
- Yegani, H., & Jodaei, I. H. (2017). The effect of task-based and topic-based speaking activities on speaking ability of Iranian EFL learners. *English Language Teaching Studies Journal*, 5(2), 45–56. www.eltsjournal.org