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USING TEAM-BASED LEARNING TO TEACH ENGLISH SPEAKING SKILLS FOR 11th GRADERS AT NGUYEN KHUYEN HIGH SCHOOL, AN GIANG PROVINCE

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Abstract

The paper examines how Team-Based Learning can be used to enhance English speaking skills among 11th Graders in Nguyen Khuyen High School, An Giang Province, Vietnam. The action research employed a two-cycle model, combining quantitative and qualitative measures, to evaluate the success of this approach, as teacher-centered instruction remained the dominant teaching model. The data were collected in pre- and post-tests, in-class observations, and semi-structured interviews. These findings show that Team-Based Learning positively affected the fluency, vocabulary usage, and confidence in speaking of students in a clear way. The results demonstrate that this approach is feasible and well-suited for rural settings, and that structured cooperation and positive feedback are the essential keys to transforming complacent learners into introspective, active speakers who are not afraid to communicate in real-life situations.

Keywords: English-speaking skills, Team-Based Learning (TBL).

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SỬ DỤNG HỌC TẬP DỰA TRÊN NHÓM ĐỂ DẠY KỸ NĂNG NÓI TIẾNG ANH CHO HỌC SINH LỚP 11 TẠI TRƯỜNG TRUNG HỌC PHỔ THÔNG NGUYỄN KHUYẾN, TỈNH AN GIANG

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Tóm tắt

Bài báo này phân tích việc áp dụng phương pháp học tập dựa trên nhóm (Team-Based Learning - TBL) nhằm phát triển kỹ năng nói tiếng Anh cho học sinh lớp 11 tại trường trung học phổ thông Nguyễn Khuyến, An Giang. Trong bối cảnh giáo dục còn thiên về dạy học truyền thống, nghiên cứu đã sử dụng mô hình hành động gồm hai chu kỳ, kết hợp phương pháp định lượng và định tính để đánh giá hiệu quả học tập dựa trên nhóm. Dữ liệu được thu thập qua bài kiểm tra đầu vào, đầu ra, quan sát lớp học và phỏng vấn bán cấu trúc. Kết quả cho thấy học tập dựa trên nhóm có tác động tích cực đến độ lưu loát, vốn từ vựng và sự tự tin giao tiếp của học sinh. Kết quả đồng thời khẳng định học tập dựa trên nhóm khả thi và phù hợp với môi trường nông thôn, góp phần biến những học sinh thụ động thành người học tự tin, chủ động, sẵn sàng giao tiếp trong thực tế.

Từ khóa: *Kỹ năng nói tiếng Anh, Học tập Dựa trên Nhóm (TBL).*

1. Introduction

English is widely recognized as a vital international language, serving as the primary medium for global interaction and academic exchange. Getie (2020) describes English as the global language, playing an essential role in scholarly writing and communication. In the context of English as a Foreign Language (EFL), communicative competence is considered the core goal. As Richards and Renandya (2002, as cited in Griffiths, 2008) noted, the desire to speak fluently is often the primary motivation for learning a foreign language. For many learners, speaking English proficiently represents the ultimate benchmark of mastery, underscoring the importance of effective communication skills.

Recognizing this, Vietnam has made significant investments in English education over the past two decades, aiming to promote English as a second language in schools (Nguyen, 2020). Policy directives such as Conclusion No. 91-KL/TW implementing Resolution No. 29-NQ/TW (2013) reflect this national commitment (Politburo, 2024). However, despite these efforts, many students still face persistent challenges with fluency, vocabulary, pronunciation, and confidence, partly due to limited practice opportunities beyond the classroom (Getie, 2020).

Traditional teacher-centered methods, focused on grammar translation and rote memorization, often fail to foster real communicative competence (Ahmadi, 2018). The methods tend to develop learners into passive receptors of knowledge rather than active consumers of the language, and therefore, they lack the capacity to engage in genuine communication (Richards & Rodgers, 2014; Larson-Freeman & Anderson, 2013).

To address this issue, it has been suggested that modern, student-centered approaches, such as Team-Based Learning (TBL), foster collaboration, critical thinking, and meaningful communication (Michaelsen et al., 2004). In TBL, learners operate in small groups and are expected to solve problems, during which peer-to-peer assessment occurs, further facilitating practices of language use (Burgess et al., 2020). Although TBL seems to be the kind of initiative that might work, it is not widely tested in terms of teaching the English language in Vietnamese high schools. This paper will therefore help to fill this research gap by addressing how TBL can be used to appropriately increase the speaking skills of students in this particular educational setting.

2. Theoretical Overview, Research History, and Hypothesis Development

2.1. Team-Based Learning Approach

Team-Based Learning is a learner-centered approach that makes students learn in teams (Nazeer & Muhammed, 2023). Although TBL was initially developed to be applied in business (Michaelsen et al., 2004), today, it is used in such spheres as medicine, engineering, or language acquisition, considering that it is versatile and focuses on accountability and responsibility, making learning active (Walker & Zeng, 2017). TBL employs an advantageous repository preparation approach, team-based learning, and provides feedback on a just-in-time basis, which enables students to become more active and apply knowledge to real-life situations in a relevant manner (Suriaman et al., 2023). There are generally three stages in the successful implementation of TBL, and they include Student Preparedness, Readiness Assurance, and Application (McMahon, 2010).

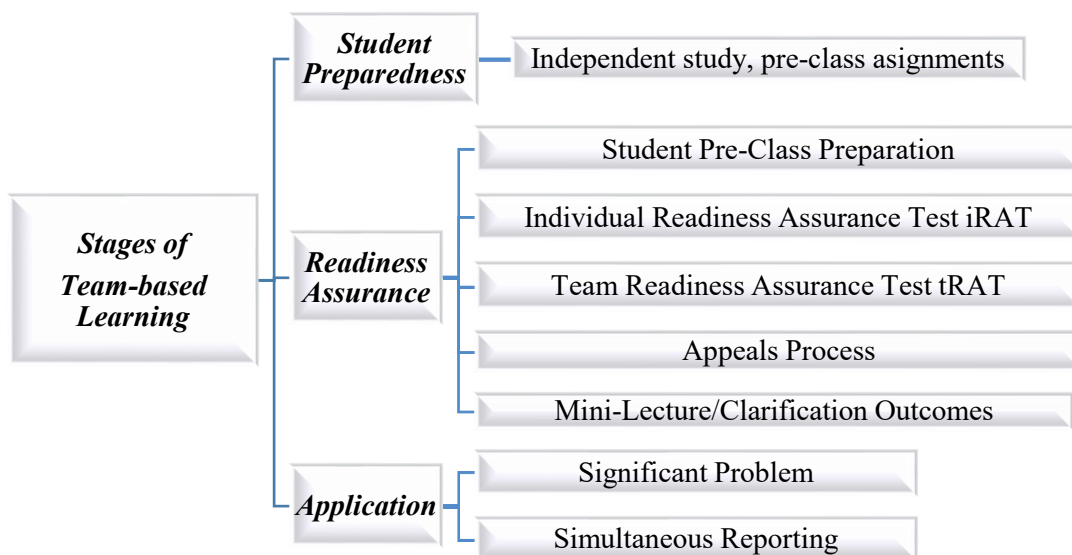


Figure 1. Stages of Team-based Learning

(Adopted from McMahon, 2010)

A portion of the Student Preparedness phase requires learners to learn about the assigned material prior to the actual classroom session to ensure that they have a comprehensive knowledge base on which to advance their personal or group projects (Sibley & Ostafichuk, 2023); failure to do so may handicap the individual or group movement (Walker & Zeng, 2017). The Readiness Assurance Process (RAP) begins with an Individual Readiness Assurance Test (IRAT) and a Team Readiness Assurance Test (TRAT), fostering peer teaching, instant feedback, and critical thinking through appeals and instructor mini-lectures (McMahon, 2010; Sibley & Ostafichuk, 2023). The Application phase engages teams with authentic problems, guided by the “Four S’s,” to build critical thinking and communication (McMahon, 2010; Walker & Zeng, 2017). TBL’s success relies on four principles: well-structured diverse teams, accountability through peer assessment, challenging tasks, and immediate feedback (Michaelsen, 2023; Michaelsen & Sweet, 2008; Michaelsen et al., 2014; McMahon, 2010). However, poor preparation, passive roles, or uneven contributions can limit effectiveness, so careful planning and monitoring are essential (Slavin, 1996; Felps et al., 2006).

2.2. English-Speaking Skills

Speaking is a core element of language learning and a key marker of communicative competence in both academic and daily life (Goh & Burns, 2012). It goes beyond sound production, requiring learners to organize ideas, select suitable vocabulary and grammar, and deliver coherent messages spontaneously (Brown & Lee, 2015; Hughes & Szczepanek Reed, 2016; Bouzar, 2019). As a productive skill, speaking enables clear expression of thoughts and intentions (Nunan, 2003) and demands fluency and accuracy (Harmer, 2001). It is also a social-cognitive process involving real-time reasoning and response (Hasibuan et al., 2019). Good speaking skills enable a learner to express themselves with confidence in various scenarios, including routine communication and more specialized exercises, such as interviews or public speaking engagements (Rao, 2019). Fluency and audience awareness differ in different speaking contexts, such as interactive conversations and uninteractive broadcasts. To develop this skill, teachers are encouraged to adopt learner-centered approaches, which involve communicative methods that facilitate practice and minimize anxiety (Rao, 2019). In this

framework, TBL coincides with socio-constructivist ideals due to the development of Cooperative tasks, which facilitate authentic speaking in perceptually constant teams. The consideration of the theoretical backgrounds of TBL and its practical implementation in the classroom will be of considerable use in the enhancement of Grade 11 learners' speaking abilities, particularly in combination with the textbook *Global Success*.

2.3. The Relationship between TBL and Teaching Speaking Skills

Team-Based Learning is based on theories that emphasize social and interactive learning, which is also crucial in developing speaking skills. Social Constructivism, proposed by Vygotsky (1978), makes the co-construction of learning a reality as students engage in co-construction with their peers through the Zone of Proximal Development via scaffolding. Social Learning Theory, as proposed by Bandura (1986), also states that learners acquire language by modeling the behavior of other students around them. Consistent with Communicative Language Teaching (Richards, 2006), TBL creates structured opportunities for authentic interaction, enhancing fluency and accuracy. Active learning, teamwork, and feedback are central to TBL's impact (Bonwell & Eison, 1991; Slavin, 1995). Small-group collaboration expands vocabulary, improves pronunciation, and builds communicative competence and critical thinking (Johnson et al., 2007). Peer and teacher feedback refines language use (Nicol & Macfarlane-Dick, 2006), while clear roles ensure shared accountability and boost confidence (Michaelsen et al., 2004). TBL tasks mirror real-world speaking demands, helping learners practice spontaneous, meaningful speech in supportive teams (Brown & Lee, 2015; Goh & Burns, 2012; Bouzar, 2019). Its phased structure—Preparedness, Readiness Assurance, and Application—fosters a dynamic environment that develops fluency, accuracy, and communicative confidence (Nunan, 2003).

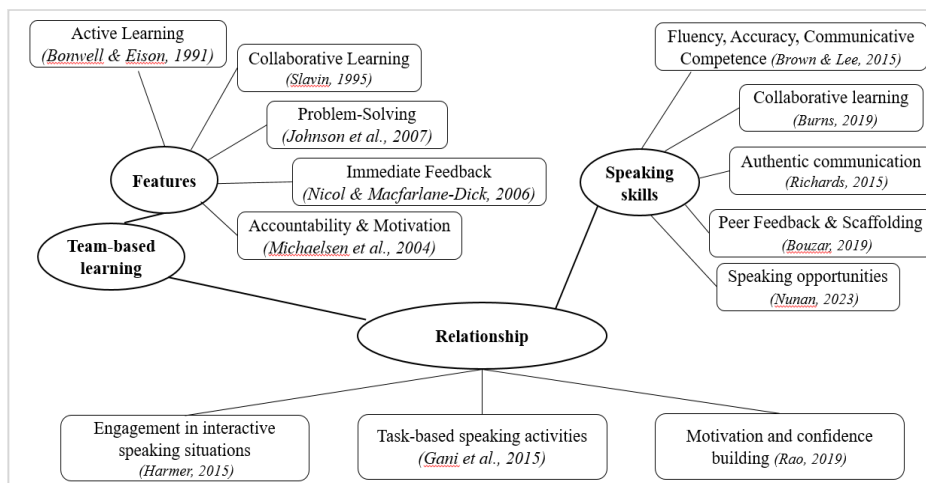


Figure 2. Social constructivism theory (Vygotsky, 1987)

When integrated into courses like the *Global Success* textbook for Grade 11, TBL can address local EFL needs. However, its success depends on managing challenges such as uneven participation and speaking anxiety (Hasibuan et al., 2019; Nunan, 2003). With skilled facilitation, TBL can transform classrooms into interactive spaces that build real-world speaking competence and confidence.

2.4. Previous Relevant Studies

Initially designed for business education (Michaelsen, cited in Hashmi, 2014), TBL has proven its versatility in medical, technical, and professional training contexts (Walker & Zeng,

2017) and has recently gained traction in EFL classrooms. TBL is an increasingly well-known option in international studies as an alternative to more teacher-centered methods that frequently fail to introduce actual communication practice.

Researchers worldwide also report that TBL has a positive effect on learning. Swanson et al. (2017) demonstrated that TBL enhances acquisition, assessment scores, and classroom engagement, which is also the focus of the current study regarding speaking skills. Its cooperative pattern encourages more learning and the use of language strategies by using actual teamwork.

Mardani and Jahanbazian (2015) concluded that Competitive Team-Based Learning (CTBL) is more effective than Cooperative Group-Based Learning (CGBL) in promoting the speaking fluency and confidence of Iranian EFL learners. Salari and Hosseini (2019) indicated that CTBL is also carried out with the enhancement of reading comprehension, which points to the general usefulness of TBL in the integration of language and critical thinking.

More than knowledge, TBL develops critical skills such as problem-solving and critical thinking. Rezaee et al. (2016) and Hazel et al. (2013) demonstrated that TBL could replace lectures to raise students' capacities to analyze, argue, and apply language to real tasks corresponding more broadly to educational aspirations in effective communication.

Another important one is student satisfaction. The studies conducted by Rezaee et al. (2016), Ibrahim and Sleem (2018), Kareem (2021), and Sangkhawasee and Jansem (2021) indicate that learners prefer TBL due to its high motivation and self-confidence, the estimation of interactive structure, and accountable design. Suriaman et al. (2023) go further, stating that student involvement in the speaking tasks increases greatly when TBL is guided in the environment of ICT tools and quick feedback.

Despite its benefits, TBL still faces notable challenges. Bandura and Aviani (2023) and Kareem (2021) note that group conflicts and imbalanced contributions can limit TBL's benefits, but these issues can be mitigated through reflective practice and flexible group management (Melly, 2023).

Notably, while TBL has been well studied in universities and urban contexts, its application in rural high schools—particularly for speaking—remains under-researched. In Vietnam, cooperative learning studies (Hung & Mai, 2020) provide valuable insights but do not fully address structured TBL's potential or challenges.

Given these gaps, this study seeks to contribute evidence on how TBL can be adapted for Vietnamese high schools, specifically Nguyen Khuyen High School in An Giang Province, to strengthen students' speaking skills, confidence, and readiness for real-world communication.

From the theoretical background outlined in the previous studies and the need for further research on collaborative and interactive learning approaches in EFL education (Swanson et al., 2017; Rezaee et al., 2016; Kareem, 2021; Sangkhawasee & Jansem, 2021), this study seeks to explore the potential of TBL as an effective strategy for enhancing English speaking skills among high school students in Vietnam.

Although TBL has demonstrated positive impacts on students' language performance, critical thinking, motivation, and teamwork in various international contexts, its application in Vietnamese high schools remains under-researched and fragmented, especially with regard to managing group dynamics and ensuring equal participation (Hung & Mai, 2020). Given this gap, the present study focuses on how the structured stages and essential principles of TBL

can be adapted to develop speaking proficiency in Grade 11 students, within the local context of Nguyen Khuyen High School in An Giang Province.

Two research questions guide this investigation:

1. What are the benefits and challenges of implementing TBL to teach English Speaking skills for 11th graders at Nguyen Khuyen High School, An Giang Province?
2. To what extent does using TBL influence the 11th graders' English Speaking skills?

3. Data (or Materials) and Research Methods

This study adopted an action research design (Kemmis et al., 2014) to investigate the effects of TBL on English speaking skills among 44 grade-11 students at Nguyen Khuyen High School, An Giang, during the 2024–2025 academic year. Using purposive sampling (Suri, 2011), the sample comprised 26 female and 18 male students aged sixteen, with ten students later interviewed to provide deeper perspectives. A mixed-methods approach combined quantitative and qualitative tools to triangulate data. Pre- and post-tests measured students' progress in grammar, vocabulary, pronunciation, fluency, and comprehension, following Brookhart's (2013) rubric and consistent test procedures at each stage. Classroom observations, guided by a structured checklist, monitored active participation, peer interaction, and language use during TBL tasks.

Semi-structured interviews with students of varying proficiency levels explored perceptions of TBL's impact on speaking confidence and motivation. Data collection aligned with the cyclical action research stages of planning, action, observation, and reflection. The TBL lesson plans were piloted and then used in two cycles (2 months and 3 months) with students working in small teams, with the roles rotating to create stability, accountability, and practice. In-the-moment observations allowed for the recording of levels of engagement and teamwork quality, whereas post-cycle reflections were used to identify and make changes to the instructions. Descriptive statistics and paired-sample t-tests were applied in comparison of quantitative data, and the Coefficient of Variation ($CV = SD/Mean \times 100\%$) represented the conformity of scores. All the qualitative data collected in the form of observations and interviews were thematically coded (Braun & Clarke, 2012) in order to obtain primary themes associated with the advantages of TBL and its challenges. The combination of these data sets enhanced the definitive answers of the study and practical implications on how EFL speaking lessons could be managed using Team-Based Learning.

4. Results and Discussions

4.1. Research Results

The results are presented according to the two research questions and are a combination of both the quantitative data collected through the pre-test and post-test as well as qualitative data collected through classroom observations and interviewing the students. The triangulation of methods gives a holistic picture of the effect of TBL to the English speaking of students.

4.1.1. Findings for Research Question 1 (Benefits and Challenges)

The findings showed that TBL has a number of significant benefits. Firstly, the variety of students' pre-class preparation significantly increased as they now confidently used more advanced terms, such as critical thinking and species conservation, in Cycle 2 (Observations 3, 5; Sibley & Ostafichuk, 2023). There was more decision-making involvement in terms of role-plays and debates, and the eventuality of roles, which minimized the free rider problem (Observation 4; McMahon, 2010). The TBL system, including the structure of preparation, readiness assurance, and application, was progressively more perfectly realized in subsequent

units; work in the team became smoother both in TRAT and application activities (Observations 3 and 5). The communicative competence of students increased, and the range of variants of expressions covered was replaced by complicated discussions in Units 9-10 (Harmer, 2015; Goh & Burns, 2012). The levels of confidence increased, and anxiety in speaking declined as Brown & Lee (2015) confirm. It made peer and teacher feedback more constructive and immediate, thereby improving learning (Bouzar, 2019; Rao, 2019). There was still the difficulty of time when discussing (Ariani & Aviani, 2023).

Interviews confirmed these findings: students have attributed structured preparations (Sibley & Ostafichuk, 2023), and consistent teams (Michaelsen & Sweet, 2008; Slavin, 1995) to participatory success and speaking rates (Rao, 2019). Their fluency and vocabulary had also improved (Goh & Burns, 2012), and working in small groups felt it lessened anxiety (Harmer, 2015). Self-correction was also encouraged with immediate and encouraging feedback (Nicol & Macfarlane-Dick, 2006). Most responded positively by citing the interactivity and the student-focused nature of TBL as superior to the traditional (Michaelsen et al., 2023; Johnson et al., 2007), although a few found it demanding, where some arose (Ariani & Aviani, 2023).

Although such benefits were noted, there were also challenges witnessed. There was sometimes lack of time to engage in full discussions and feedback, and this restricted the practice and reflections. Also, a number of students reported that they were participating unevenly in the initial phases of implementation with some members of the group being more active than the others, which also happened to be a limitation in earlier studies (Ariani & Aviani, 2023). Nevertheless, these difficulties were more likely to fade away with time as the students managed to get used to the TBL structure.

Overall, the results of RQ1 show that TBL was associated with significant advantages in the context of preparation, collaboration, confidence, and learner motivation, but the problem of time management and uneven initial participation were significant barriers.

4.1.2. Findings for Research Question 2 (The Influences)

4.1.2.1. Quantitative Findings

The quantitative findings give unambiguous evidence of TBL on the effectiveness of TBL in improving English speaking proficiency among students. As descriptive statistics indicate, there was a steady increase in the mean score (which was 5.34 in the pre-test and 6.15 and 7.26 in post-test 1 and 2, respectively), and standard deviations were stable in each case (SD = 1.1635, 0.8552, and 0.8249, respectively). This indicates consistent improvement across the participant group.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores on English Speaking Proficiency

Test	Mean Score	Standard Deviation (SD)	Coefficient of Variation (CV)
Pre-test	5,34	1,16	21,78%
Post-test 1	6,15	0,86	13,91%
Post-test 2	7,26	0,82	11,36%

Further inferential statistical tests confirmed these gains were statistically significant. Paired samples t-tests showed significant mean differences between the pre-test and post-test 1 (MD = -0.81, $t(43) = -9.10$, $p < .001$) and between Post-test 1 and Post-test 2 (MD = -1.11,

$t(43) = -9.77, p < .001$). Pearson correlation coefficients revealed strong consistency in student performance across test stages ($r = 0.87$ between Pre-test and Post-test 1; $r = 0.53$ between Post-test 1 and Post-test 2, both $p < .001$).

Table 2. Paired Samples T-Test Results for Speaking Scores

Comparison	Mean Difference	t(df)	p-value	Interpretation
Pre-test vs. Post-test 1	-0,81	-9,10 (43)	< .001	Significant improvement after the first TBL phase
Post-test 1 vs. Post-test 2	-1,11	-9,77 (43)	< .001	Continued significant improvement

In addition to score improvements, shifts in proficiency levels further illustrate student progress. At the outset, 36.3% of students were at Level 1 or 2 (Very Limited or Limited). By post-test 2, these lower levels had completely disappeared. The proportion at Level 4 (Good) rose from 6.8% to 50%, while a new group achieved Level 5 (Excellent).

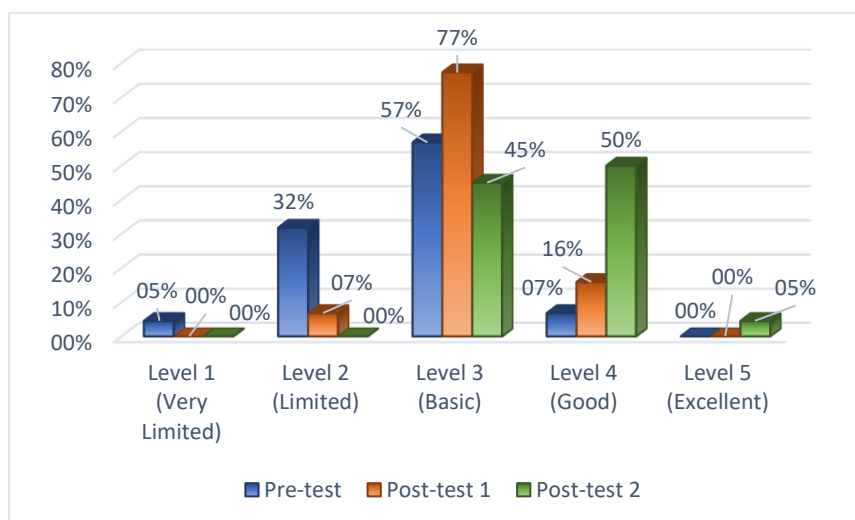


Chart 1. The speaking proficiency distribution of students from pre-test to post-test 1 and post-test 2

These findings confirm that TBL effectively helps students progress from lower to higher levels of speaking proficiency.

4.1.2.2. Qualitative Findings

Qualitative evidences were effectively demonstrated in terms of classroom observation and interviewing students to the effect that TBL significantly enhanced the ability of students in English speaking, in Grade 11 students at Nguyen Khuyen high school. The preparedness, participation, communicative competency and confidence based on thematic analysis (Michaelsen and Sweet, 2008) showed an apparent increase in two cycles (Units 6 -10).

It was observed that later units increased the fluency levels of the students, their vocabulary base, and their complicated discussions. These changes were attested in the interviews with students who also attributed their improvement to the organized preparation,

collaboration with other students, and positive feedback (Michaelsen & Sweet, 2008; Slavin, 1995; Rezaee et al., 2016). The affective advantages of collaborative learning were also noted as learners reported fewer cases of anxiety and increased readiness to be involved (Harmer, 2015; Ibrahim & Sleem, 2018). Some of the participants remarked that, “*I had my team, so I was not as nervous*” (S2), which is an indicator of the confidence building effect of group support. The results are consistent with previous studies that claim that teamwork improves motivation and engagement (Kareem, 2021; Sangkhawasee & Jansem, 2021).

Overall, the RQ2 evidence indicates that TBL was material to promote the English speaking skills. It was able not only to increase the test scores, but also allowed the learners to proceed to the next level of proficiency, increase their fluency and use of vocabulary and develop confidence and motivation to use English to communicate.

4.1.3. Integration of Multiple Data Sources: A Comprehensive Understanding of TBL's Impact

To provide a comprehensive view of the impact of TBL on the English-speaking skills of Grade 11 students, both types of data (quantitative and qualitative) were included in the study. There were remarkable improvements in academic achievements with the mean scores of 5.34 (Pre-test), 6.15 (Post-test 1) and 7.26 (Post-test 2) and were proven by means of the statistical tests. The observations and interviews supported these improvements as the students of S3 and S7 stated that they have stronger and smoother speech, which is consistent with the results indicated by Mardani and Jahanbazian (2015) and Swanson et al. (2017). Moreover, TBL enhanced participations and teamwork because the students became active participants, like group leaders and presenters. In particular, S4 pointed out, I became ready when I worked with my team on a few occasions, but S7 highlighted that the practice made it less confusing. Kareem (2021) and Sangkhawasee and Jansem (2021) believe that teamwork made students more motivated and supported one another.

Other than academic improvements, TBL also enjoyed psychological and social benefits. Students indicated that they were less anxious and enable to speak more English in groups, S2 stated, “*I had my team, so I was not as nervous*” (Ibrahim & Sleem, 2018; Suriaman et al., 2023). Formative feedback was also instrumental in the development of speaking skills, as S9 admitted to having improved after taking the comments of peers into account, which is reflectively valuable about TBL (Rezaee et al., 2016). However, some complications were observed, especially the lack of time to discuss in more detail and unequal involvement in the first stage (Ariani and Aviani, 2023).

In general, the majority of students stated that they were pleased, and TBL was easier than learning in the traditional lesson because of the chances to communicate and be supported by peers. S3 had a higher self-confidence in group communication, which validates the claim by Kareem (2021) that TBL enhances learner motivation and satisfaction.

4.2. Discussion

This paper presented a study that was conducted to determine how TBL could be used to enhance proficiency in the English language in the context of Grade 11 students at Nguyen Khuyen High School, An Giang Province. The results obviously point out the positive outcome of TBL: quantitative results reflected in pre-and post- tests showed slow improvement in speaking proficiency with the lowest levels slowly diminishing and mean scores going up, whereas the qualitative results that were provided by the classroom observations and interviews of the students revealed an improved preparation with high level of interaction with other peers and they were more confident to talk. The results are consistent

with Swanson et al. (2017), Mardani and Jahanbazian (2015), Rezaee et al. (2016), Kareem (2021), Ibrahim and Sleem (2018), and Suriaman et al. (2023) on the effectiveness of TBL in developing fluency, being disaster prepared, accountable, and making positive efforts with constructive teamwork and prompt critiques. In this study, most of these barriers were addressed (e.g., time constraint and disparities in group contributions). Nonetheless, the concern can also be found in Ariani and Aviani (2023), who identified possible limitations to engagement due to group conflicts and time constraints unless the conditions are managed.

The study is also similar to other research presented, and at the same time, it leads to new data in the field. Nevertheless, this study extends beyond the scope of previous studies in several ways. In comparison to previous local studies (e.g., Hung & Mai, 2020), which mainly focused on general group work and raised only several questions or propositions per person, the current study adopted a procedural TBL cycle involving assignments, Preparation, Readiness Assurance, Application, and team roles, as well as peer feedback. Using the same framework within the rural Vietnamese high school setting, the study provides empirical data illustrating that TBL can be successfully adapted to secondary EFL settings, which have been understudied. Besides, the mixed-methods approach provided strong evidence that systematic work and feedback can help reduce the number of those who can simply enjoy the benefit of free-rider weakening (referring to Kareem, 2021) in a way that will help students to develop confidence in speaking, whether in or out of the classroom.

Moreover, the results indicated that there were actual behavioral changes: students stopped being passive listeners. They became active participants in an authentic conversation on a topic-specific vocabulary that supported the claims of Nunan (2003) and Thornbury (2005) about the authentic use of a language. The interview also validated the findings of Krashen (1982) in the Affective Filter Hypothesis, where students perceived less fear of making errors and showed eagerness to use English, even in residential areas. The improved quality of peer feedback and enhancement of metacognitive skills through reflection activities also contribute to the literature, as mentioned by Nicol and Macfarlane-Dick (2006), Slavin (1995), and Michaelsen et al. (2004).

To conclude, on the one hand, this research confirms previous findings regarding the positive effects of TBL. However, on the other hand, it shows that clear task design, assigned roles, frequent feedback, and facilitation should be cited as key factors that help change passive classrooms into collaborative and student-centered ones, especially in rural EFL environments where these activities are not frequently perceived. The implications of this finding suggest a positive future for expanding TBL into equivalents in Vietnam and other countries.

5. Conclusion and Policy Implications

This study reveals that the use of TBL will help to improve the English speaking skills of Grade 11 students at Nguyen Khuyen High School, An Giang Province. The TBL would result in higher student engagement, peer interaction, and delivery of communicative competence and confidence to the visitors. The peer review and predetermined exercises helped the students grow into confident speakers over time. However, problems such as insufficient time in the classroom and unequal results between classes arose, but were resolved through the rotation of roles, explicit explanations, and repetition.

Based on the findings, the following recommendation is formulated: among other practices, teachers must sustain the modeling of team processes, allocate time for peer feedback, and design meaningful speaking activities. School administrators must also be adaptable enough in their schedules to allow for the implementation of TBL cycles, and

teachers must be trained in how to manage group dynamics and encourage students to take on more responsibility.

Further research is encouraged to have a broader scope and also to focus on both qualitative and quantitative data, making the research more valid and applicable. In general, this article presents informative information on the utilization of TBL, as it can be considered a feasible and student-centered way to teach English speech, interpersonal skills, and group classroom culture. The findings can help understand how to employ it in EFL settings in Vietnam and other contexts.

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