

The Effectiveness of Task-Based Language Teaching (TBLT) In Enhancing Speaking Proficiency of Vocational High School Students in an English for Specific Purposes (ESP) Context

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Abstract

This study examines the effectiveness of task-based Language teaching (TBLT) integrated with English for Specific Purposes (ESP) in improving the speaking proficiency of vocational high school students. A quantitative pre-experimental one-group pre-test and post-test design was used. The participants were 36 twelfth-grade students from the Building Construction and Sanitation Department. Students' speaking proficiency was assessed using an analytic rubric covering fluency, accuracy, vocabulary, pronunciation, and interaction. The treatment was conducted over five instructional meetings, using job-related speaking tasks. Data were analyzed using descriptive statistics and a paired-sample t-test. The results confirmed a significant improvement in students' speaking proficiency after implementing TBLT-based ESP instruction, with post-test scores significantly higher than pre-test scores ($p < 0.05$). The findings indicate that integrating TBLT with ESP provides meaningful learning experiences and effectively enhances vocational students' job-related speaking abilities.

Keywords: English for Specific Purposes, Speaking Proficiency, Task-Based Language Teaching, Vocational High School Students

INTRODUCTION

English has been an essential language of communication in learning and professional situations, particularly vocational education, whereby the learners are ready to enter the workforce. Hence, speaking is one of the most important language skills that learners must acquire so that they can convey ideas, provide information, and interact effectively in real-life communication situations. Indrian and Sakina, (2022) Add that one of the methods through which ideas and messages can be transferred verbally is by speaking. Brown, (2007) describes speaking as an interactive process of meaning building, which incorporates the production of speech, receiving, and processing of speech, which is the primary tool used.

One of the macro capabilities in English that teachers and students must perfect is speaking. Fluency and accuracy are often regarded as the main characteristics of a good speaking performance, which students are expected to learn and develop during systematic practice. Even though speaking has long been a priority subject in the English curriculum, in actual classrooms, the instructions on speaking have been more often than not taught through memorization and drilling exercises that focus on sound production rather than meaningful communication Kayi,

(2012). Consequently, the English language does not allow students to be active and communicative in their use.

Connected with speaking skills, there are several problems emerging during the learning of how to master English, one of which is the accuracy of pronunciation. This fact is consistent with the results of Faradila et al. (2024), who discovered that the incorrect pronunciation of students was highly affected by the interference of their native language, in particular, when they were required to produce such English sounds as /ð/, /eɪ/, and /əʊ/.

Similarly, Noviyenty and Putri, (2021) affirmed that interference by the mother tongue interfered with the pronunciation of English words by the students, which usually lead to miscommunication, in addition, Farchan and Gumiandari, (2025) have noted that restricted exposure to the English language and low levels of confidence in speaking the language among the Indonesian EFL students contributed towards the problems in expressing themselves effectively in an obvious situation in a vocational setting, whereby students are supposed to speak clearly, properly, and job-orientedly.

In order to deal with these issues related to speaking, a more academic style of presentation than a mechanical drill is needed. Task-Based Language teaching (TBLT) is a technique of language teaching that recognizes the

significant role of responsibilities in designing and the teaching process. TBLT puts more emphasis on language form in speaking activities with the aim of accomplishing a particular task. In order to have a comprehensive understanding of TBLT, one must have a clear understanding of the concept of a task and know different means of putting it into practice (Aqila, 2025). The task-based activities enable the students to actively engage in English to represent meaning, solve problems, and communicate with other people in a real-life context.

Other past research studies, both local and international, have investigated the effectiveness of TBLT in enhancing language skills. In reference, a study was carried out by Prianty et al. (2022) in Indonesia, showing that TBLT implementation led to a high degree of fluency and confidence in the students. Besides that, Ellis (2003) has also highlighted the applicability of the Task-based Teaching Method in promoting meaningful communication among EFL learners. Also, TBLT is particularly relevant within the framework of English for Specific Purposes (ESP), or the context where the target of language learning is strongly associated with the future employment requirements of the students.

The tasks in TBLT can be constructed to simulate real-life communicative contexts as proposed by Long (2015), and that is why they can be very relevant to vocational students who seek to acquire practical language skills in communicating at workplace. TBLT in the ESP-oriented classes increases the quality of the general speaking skills ability as well as assists in educating the learners in the functional language, which can be used in particular spheres like Construction, Hospitality, or Health Care. Recent research by Sabil (2020) and Milania, Wachyudi, & Mobit (2022) points out that task-based teaching allows students to be more competent and confident in working in occupational situations when applying language as an instrument to achieve meaningful work-related objectives.

English for Specific Purposes (ESP) is a subset of English language teaching that specializes in addressing the particular requirements of learners in professional or academic environments, thus being extremely useful in vocational learning. English is not necessarily taught in general expressions in ESP settings, but instead as a different option that is designed to support students to operate successfully in their new working places (Widodo, 2022). This is primarily critical to vocational students whose use of the English language should be able to support the technical and occupational activities that include instruction, adherence to safety, and talking to customers. According to Rahman, Fitriani, and Marzulina (2021), posit that ESP helps fill in the gap between classroom instructional vagueness and reality by placing

the language in context with the students in terms of their major. Hence, the necessity of ESP integration in speaking instruction is not always peripheral but necessary to make students more likely to get a job.

Other research studies (Fitrawati and Alhadi 2022) have warranted the mixture of ESP in vocational education. Investigating the effect of ESP-based teaching on speaking confidence and performance in vocational students. The authors discovered that it had a significant positive effect on the speaking performance and confidence of vocational students during role-play simulations in a workplace situation. Moreover, According to research by Pratiwi and Lestari (2023), the inclusion of ESP into the curriculum made the learning experience more interesting and closer to the workplace ambitions of students. Nevertheless, regardless of these positive results, numerous ESP applications in the Indonesian vocational schools are still based on traditional teaching strategies and have not implemented proper instructional models, in which communicative activities are combined with the domain-specific material.

This state-of-affairs leaves a void since not many studies have examined the integration of ESP and Task-Based Language Teaching (TBLT) in vocational institutions, particularly with a well-defined measure of the speaking improvement among students using pre-test and post-test. The majority of the research that has been done is on TBLT or ESP independently, or in general senior high school or higher education institutions, but not in vocational programs with particular occupational requirements.

Therefore, to fill this gap, the given research studies the question of whether the introduction of Task-Based Language Teaching combined with English for Specific Purposes is capable of enhancing speaking fluency in vocational high school students significantly. Through a pre-experimental one-group pre-test and post-test design, the study will focus on testing how students can improve their speaking skills after undergoing the instructional treatment, and give a practical recommendation on how English-speaking teaching can be improved in the vocational high schools.

Based on the description above, this research aims to fill this gap, to aims establish the suitability of Task-Based Language Teaching (TBLT) in enhancing the speaking skills of vocational high school learners in an English for Specific Purposes (ESP) scenario.

METHODS

The research design of this study is a quantitative design, which is a pre-experimental design of a one-group pre-test and post-test design. The reason why this type of design is

chosen is that it enables the researcher to determine the speaking proficiency of the students prior to and following the introduction of the instructional treatment, instead of causing any correlation. The independent variable in this research is the introduction of Task-Based Language Teaching (TBLT) that combines with English for Specific Purposes (ESP), and the one that was measured is the speaking proficiency of students.

The quantitative method allows for measuring the speaking proficiency of the students in a numerical manner before and after the introduction of the TBLT. This approach was very common with the earlier studies that assessed the effects of TBLT in the context of the speaking improvement of students (Winarto and Aprianti, 2022; Pratiwi and Lestari, 2023). Through examination of the statistical difference between the pre-test and post-test scores, this research study attempts to provide facts on the effectiveness of Task-Based Language Teaching with the combination of English for specific purposes in enhancing the speaking proficiency of vocational high school students.

The population of the given research is a group of vocational high school 12th-grade students. Sampling of these students was based on their particular educational orientation and career relevance in the future that correlates well with the English for Specific Purposes (ESP) orientation of the study. The research sample in this study comprised 36 students who belonged to the chosen class. Both the pre-test and the post-test were administered to all the students with the same instructional treatment using the Task-Based Language Teaching with integration with the English for Specific Purposes. Since this study used a pre-experimental one-group pre-test and post-test, it did not have a control group.

This environment was chosen since the vocational students have special language difficulties, particularly in the transfer of technical information to the English language and clear and effective communications (Widodo, 2022). Instructional strategies that are context-specific are thus said to be suitable in dealing with such challenges. Other research studies have demonstrated that context-specific teaching methods like TBLT are useful among vocational learners (Milania, Wachyudi, and Mobit, 2022; Sabil, 2020).

The main data in this study are the speaking scores that were presented by the students in the pre-test and post-test. The scores are based on the speaking proficiency of the students prior to the treatment and after the treatment in terms of Task-Based Language Teaching with the integration of English for Specific Purposes, and were measured using the speaking rubric, which was specifically targeted at fluency, accuracy, pronunciation,

and vocabulary use. The data are directly provided through the speaking performance of the participants, recorded and evaluated through a standardized speaking rubric in a vocational setting modified.

The rubric-based speaking performance evaluation applied in this research is a modification of a rubric-based speaking performance evaluation developed by Brown (2004) and adapted to a vocational situation. It is a tool with comprehensive descriptors of fluency accuracy, vocabulary, pronunciation, and interaction that are utilized to assess the pre-performance of the students speaking in pre-test and in post-test. The rubric was also used to measure the speaking performance of the students before and after the instructional treatment, and to measure the change in performance in the speaking skills among the students. The strategy is justified by the past studies conducted by Fitrawati and Alhadi (2022) and Aqila (2025).

The criteria include Fluency, Accuracy, Vocabulary, Pronunciation, and Interaction. The total maximum score is 100 points.

Table 1
Speaking Assessment Rubric

Criteria	Excellent (20)	Good (15)	Fair (10)	Poor (5)
Fluency	Speaks smoothly with minimal hesitation; ideas flow naturally.	Generally fluent with occasional hesitation and minor pauses.	Frequent pauses and hesitation; disrupts flow of speech.	Very limited fluency; long pauses, difficult to follow.
Accuracy	Grammatical structures consistently correct; few minor errors.	Mostly accurate grammar with occasional errors that do not hinder meaning.	Frequent grammatical errors sometimes affect understanding.	Persistent grammatical errors, meaning often unclear.
Vocabulary	Uses a wide range of precise and appropriate vocabulary, including ESP terms.	Good range of vocabulary; occasional misuse of ESP terms.	Limited vocabulary; struggles to use technical terms appropriately.	Very restricted vocabulary; unable to use ESP-related terms.
Pronunciation	Clear and natural pronunciation; easily understood by listeners.	Generally clear; occasional mispronunciations, but meaning still understood.	Noticeable pronunciation issues; sometimes difficult to understand.	Severe pronunciation problems; very difficult to understand.
Interaction	Actively engages in conversation; responds	Engages with some effort; responds adequately but	Limited interaction; short responses	Minimal interaction; unable to respond

Criteria	Excellent (20)	Good (15)	Fair (10)	Poor (5)
	naturally and maintains interaction.	limited initiative.	and difficulty maintaining conversation.	appropriately to prompts.

The pre-test and post-test speaking performance tasks were administered as a way of data collection. The rubric-based test is the same, which is taken in both stages, in order to be able to score the test in a consistent way. Job-based speaking activities would be based on speaking activities like directions, process descriptions, and responding to job interview questions. The study process started with the speaking pre-test execution in the chosen class, where the initial speaking competence of students was identified prior to the instructional therapy. After the pre-test, the students were taught Task-Based Language Teaching combined with the English for Specific Purposes during 5 class meetings.

The sequence of every TBLT meeting had a structured order, which included pre-task, task cycle, and language focus stages as proposed by Willis (1996). At these stages, students were occupied with speaking activities, which involved them using English in performing meaningful and job-related communicative activities. A speaking post-test was conducted to the same group after the instructional treatment was completed by means of the same speaking task structure and rubric as the pre-test. Lastly, pre-test and post-test scores of the students were gathered and ready to undergo statistical analysis so as to determine whether there is an improvement in speaking proficiency after the instructional treatment was put into practice.

In speaking pre-test students will participate in a job interview simulation related to the field of study: Building Construction or Sanitation. Students will answer the questions clearly and confidently. The test is divided into three parts: Introduction, Job Interview Questions, and Practical Task Simulation.

Table 2

Speaking Pre-Test

Section	Questions
Part 1: Introduction (1 minute)	Please introduce yourself and tell us about your background. Why do you want to work in the construction/sanitation field?
Part 2: Job Interview Questions (3-4 minutes)	1. Tell us about your experience with construction or sanitation projects. 2. What safety procedures do you usually follow on-site? 3. How do you work as part of a team on a construction project?

Section	Questions
Part 3: Practical Task Simulation (2 minutes)	4. Describe a problem you faced in a project and how you solved it. Explain how to install a simple sanitation pipe step-by-step. Give instructions to a new worker about how to safely use construction equipment.

Then, in speaking post-test, students will participate in a job interview simulation related to the field of study: Building Construction or Sanitation. Answer the questions clearly and confidently. The test is divided into three parts: Introduction, Job Interview Questions, and Practical Task Simulation.

Table 3

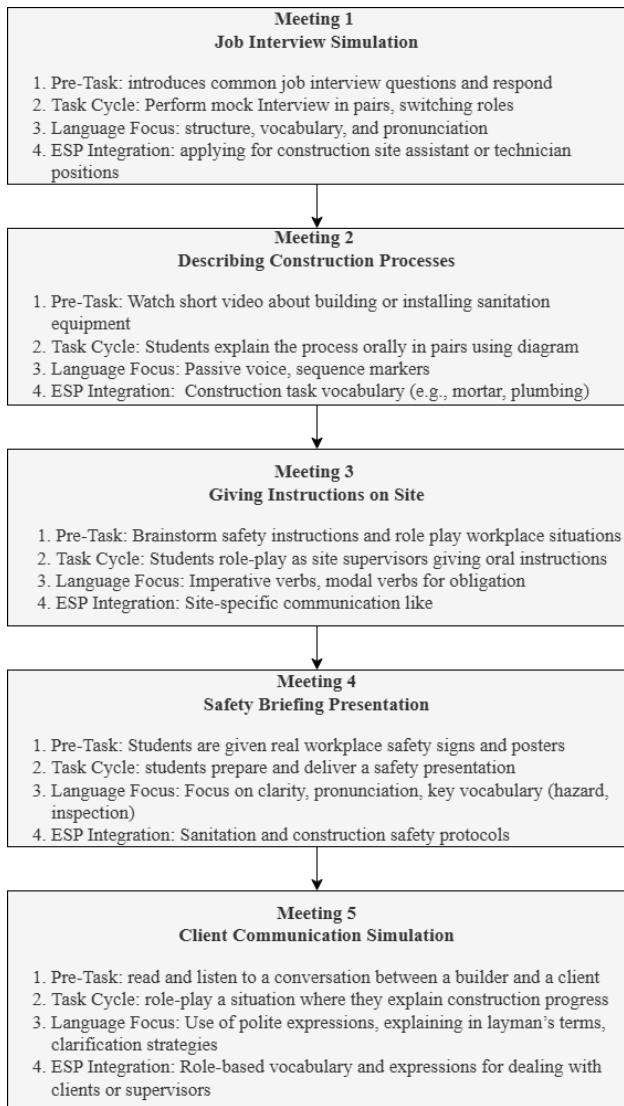
Speaking Post-Test

Section	Questions
Part 1: Introduction (1 minute)	Introduce yourself and tell us about your skills and experience. Why do you think you are suitable for this job?
Part 2: Job Interview Questions (3-4 minutes)	1. Tell us about a construction/sanitation project you have studied or participated in. 2. What steps do you take to ensure safety and quality at work? 3. How do you communicate with clients or supervisors in a project? 4. Describe how you would handle a misunderstanding with a co-worker.
Part 3: Practical Task Simulation (2 minutes)	Explain how to conduct a safety inspection at a construction site. Describe to a client how a sanitation system works in simple terms.

The following is a *flowchart of TBLT-Best ESP treatment* which is presented in figure 1 :

Figure 1

Flowchart of TBLT-Best ESP Treatment



In this research, the data gathered were analyzed with the help of IBM SPSS. First, descriptive statistics were computed to present the results of speaking scores of students at the pre-test and post-test. Second, a normality test was done to know whether the data was able to obey the assumptions of parametric testing. Upon completing the test of normality, the inferential statistical tests, namely the paired-sample t-test, were performed to test the hypothesis that the difference in the pre-test and post-test speaking scores was statistically significant. The reason why the paired sample t-test was selected is the fact that this study aimed to show improvement in the same group of students after applying Task-Based Language Teaching (TBLT). This study used the level of statistical

significance of 0.05 (which is commonly accepted in social science research as a measure of determining whether the observed difference is statistically significant).

RESULTS AND DISCUSSION

In this chapter, the author provides the results of the research based on the statistical analysis of the speech scores of the students. The information was gathered among the students of a vocational high school who were involved in the experimental group. This group consisted of 36 students who attended the pre-test and post-test speaking tests.

Assessment of the speaking tests was set in an English for Specific Purposes (ESP) setting and evaluated on the basis of an analytic speaking rubric, which consists of five points, including fluency, accuracy, vocabulary, pronunciation, and interaction. The pre-test was conducted prior to the introduction of the Task-Based Language teaching (TBLT), and the post-test was carried out after 5 instructional meetings based on ESP activities based on TBLT. Analysis was then done on the collected scores with the use of the IBM SPSS Statistics to ascertain the descriptive statistics and data normality, as well as the significance of differences between pre-test and post-test scores.

Descriptive Statistics of Students' Speaking Scores

The descriptive statistics were done to show the speaking performance of students prior to the implementation of Task-Based Language Teaching (TBLT) and after the implementation. The results were analyzed in terms of the standard deviations and mean scores of the pre-test and the post-test of the speaking tests. The results are presented in the following table 4

Table 4

Descriptive Statistics of Students' Speaking Scores

Descriptive Statistics			
	N	Mean	Std. Deviation
Pre-test Speaking Score	36	29.03	7.447
Post-test Speaking Score	36	49.86	13.336
Valid N (listwise)	36		

Test N Mean Std. Deviation Pre-test 36 29.03 7.447

Post-test 36 49.86 13.336

According to Table 4, the average of the post-test is greater than the pretest. This implies that the speaking competence of the students was better once TBLT was introduced. The gain in the mean score indicates that there was a positive change in the performance of students in terms of speaking after the instructional treatment.

The findings indicated that the **mean score of the pre-test was 29.03**, the **standard deviation was 7.447**, and the **mean score of the post-test was 49.86**, with a **standard deviation of 13.336**. The number of participants was equal in both tests ($N = 36$).

The outcomes show that there is a significant increase in the speaking score of the students when TBLT is used. The fact that the mean score increased is an indication that the students had improved speaking performance with respect to fluency, accuracy, vocabulary use, pronunciation, and interaction after the instructional treatment.

Normality Test Results

A normality test was run before inferential statistical analysis was done to ascertain whether the data were normal to undergo parametric testing. There was the use of Shapiro Wilk test since the sample size was less than 50 participants. The results are presented in the following table 5

Table 5

Results of Shapiro–Wilk Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Speaking Score	.372	36	.000	.617	36	.000
Post-test Speaking Score	.281	36	.000	.748	36	.000

a. Lilliefors Significance Correction

Test Sig. Pre-test 0.000 Post-test 0.000

The outcome of the Shapiro-Wilk test was that the speaking scores were not normally distributed during the post-test and pre-test since the significance value of the analysis was Sig. = 0.000, which was less than the significance level of 0.05.

Even though the results of the Shapiro-Wilk test have shown that the pre-test and post-test scores were not normally distributed, it is worth mentioning that the assumption of normality in a paired sample t-test is based on the distribution of difference scores between paired observations and not based on the distribution of pre-test and post-test scores. Additionally, the paired sample t-test is said to be resistant to moderate breaches of normality, especially in cases where the sample size has more than 30 subjects ($n = 36$). Thus, the data were deemed suitable to undergo additional parametric analysis.

Results of Paired Sample T-Test

A **paired-sample t-test** was performed to establish whether the difference between the pre-test and post-test scores of the students in speaking was statistically significant. The reason why this test was chosen was that it makes comparisons between two applicable sets of

scores acquired at various instances in the same group of students.

1. Paired Samples Statistics

The results are presented in the following table 6

Table 6

Paired Samples Statistics

Paired Samples Statistics					
Pair 1		Mean	N	Std. Deviation	Std. Error Mean
		29.03	36	7.447	1.241
	Post-test Speaking Score	49.86	36	13.336	2.223

Table 6 reveals that the mean score of the post-test was better than the pre-test, and it was the result of the improvement in speaking scores among students due to the introduction of TBLT.

This table will give an overview of the mean scores of the students before and after the treatment that will be used as a preliminary indication of the improvement of students before inferential testing.

2. Paired Samples Test

The results are presented in the following table 7

Table 7

Results of Paired Sample T-Test

Paired Samples Test								
Pair 1	Pre-test Speaking Score - Post-test Speaking Score	Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper		
		-20.833	9.373	1.562	-24.005	-17.662	-13.336	.000

Table 7 shows the findings of the paired-sample t -test performed to test the hypothesis of whether there was a statistically significant difference in the pre-test and post-test speaking scores of the students.

The paired-sample t-test results indicated a mean difference of -20.833, which indicated that the post-test scores were significantly better than the pre-test scores. This was found to be a t-value of -13.336 with a degree of freedom ($df = 35$). The value of Sig. (two-tailed) = 0.000, which is less than the level of significance = 0.05.

These findings show that the difference in the score of speaking among the students before and after the introduction of the Task-Based Language Teaching (TBLT) was statistically significant. Thus, we rejected the null hypothesis (H_0) and accepted the alternative (H_1) hypothesis. Such an outcome proves the effectiveness of the TBLT usage in an English for Specific Purposes (ESP) setting to enhance speaking skills among vocational high school students.

3. Paired Samples Test

The results are presented in the following table 8

Table 8

Paired Samples Correlations

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pre-test Speaking Score & Post-test Speaking Score	36	.732	.000

As indicated in Table 8, pre-test and post-test speaking scores of the students have a high positive correlation ($r = 0.732$). This shows that students who had excelled in the pre-test were also likely to perform better in the post-test. But this correlation does not show an improvement; the consistency of the performance of the individual students on the two occasions of testing is verified.

Summary of Findings

The present study was performed with the aim of researching the impact of Task-Based Language Teaching (TBLT) and English for Specific Purposes (ESP) on the speaking competence of high school students at Vocational colleges. According to the study findings, the performance of the students on the speaking level increased following the application of the instructional treatment.

The descriptive statistics demonstrated that the mean score of speaking performance among the students changed to 49.86 during the post-test, compared to 29.03 during the pre-test, with a total of 36 students. This improvement in the average scores indicates that learners who are subsequently found to have superior speaking proficiency following the intake of TBLT-based ESP instruction. In addition, the t-test outcome of the paired sample t-test showed a statistically significant difference between the pre-test and post-test marks of speaking, having a significant value of $p = .000$ ($p < .05$) and t-value -13.336, and the $df = 35$. The results of those show that the difference in speaking proficiency of students before and after the treatment became statistically significant.

In general, the results confirm that the application of the task-based teaching of Language combined with English as a specific purpose had a positive influence on the speaking competence of the vocational high school students.

This section presents the results of the study by discussing the findings of the study with respect to the research question and the previous research. The discussion dwells on the explanation of why the **application of Task-Based Language Teaching (TBLT)** combined with **English as a specific purpose (ESP)** was

productive in enhancing speaking proficiency among students.

The statistically significant increase in the speaking scores of the students is a pointer that TBLT-based ESP teaching did offer meaningful learning to vocational students. Students were also expected to use English actively in conveying meaning as opposed to memorizing forms of language through task-based activities that involve job interview simulations, giving instructions, describing construction processes, and explaining safety processes. The result supports the theoretical framework of TBLT that is characterized by purposeful communication and task accomplishment (Ellis, 2003).

The better speaking proficiency can be attributed to the applicability of the tasks to the vocational spheres of the students. The speaking activities were well coordinated with the future needs of the students in terms of their future employment, especially in the construction of buildings and Sanitation by incorporation of ESP in TBLT. This applicability raised the motivation and interest of students in the learning process. According to Rahman, Fitriani, and Marzulina (2021), ESP-oriented instruction can improve the communicative competence of learners by placing the use of language in particular professional areas in context. In the present study, the students were trained to speak in the situation of activity interviews, as well as in workplace-related circumstances, which may have led to their enhanced performance and self-confidence.

The results of the current research align with the previous research by Sabil (2020), who concluded that task-based instruction could produce a significant positive impact on the oral fluency and confidence of vocational students. Additionally, Prianty et al. (2022) also found that the students who were taught using TBLT performed better in speaking and were more willing to communicate, compared to those taught how to use traditional means. Those studies develop the concept that TBLT is an interactive and accommodating learning context that promotes the frequency and confidence of student conversation.

Moreover, the findings confirm the research by Milania, Wachyudi, and Mobit (2022), who emphasized the effectiveness of educational strategies involving the combination of communicative activities with subject-related matter in vocational students. Based on their results, the current research reveals that the incorporation of TBLT with ESP gives students an opportunity to work with functional language that is applicable in their professional major, thus developing linguistic proficiency as well as work-based or job-related communication.

In conclusion, the results of the study justify the phenomenon that task-based Language teaching,

combined with English to teach English as a specific purpose, can lead to improvement of speaking proficiency in vocational high school students. These findings indicate that ESP teaching based on TBLT can be one of the effective and feasible methods to develop task-related speaking in vocational education.

CONCLUSION

According to the results, it can be concluded that TBLT application combined with ESP fostered the speaking performance of students to a great extent. The statistical results proved that the post-test and pre-test scores of students in speaking were better, and that the paired-sample t-test showed a statistically significant difference at the level of 0.05 ($p < .05$). This result validates the fact that the speaking proficiency of students has been improved when they were exposed to TBLT-based ESP education. The enhancement was informed by the employment of meaningful and job-related speaking activities that made students to actively apply English in real workplace situations. Thus, one can conclude that task-based Language teaching combined with English as a second language is one of the effective methods of enhancing the speaking skills of vocational students, in particular, of job-related communication.

This study has some limitations that should be taken into account when interpreting the results, the pre-experimental one-group pre-test and post-test study design fails to establish the strong causal relationship, because no control group was used, furthermore, the statistically significant improvement in the speaking proficiency of the students should indicate that even the short implementation of TBLT integrated with ESP could lead to significant gains in the speaking proficiency of students in all its aspects. In terms of novelty, the study will add to the already available literature by analyzing how language teaching and English as a specific purpose can be incorporated in a vocational high school setting using job interview-based speaking activities. Although most of the past studies have examined TBLT and ESP individually, limited researches have been carried out on the integration of TBLT and ESP in vocational education, especially in particular disciplines such as the building construction and Sanitation departments. Besides, this study presents empirical findings of speaking enhancement by using pre-test and post-test methods of measurement, which adds more strength to the research of vocational EFL.

In the future, researchers are advised to use experimental or quasi-experimental designs that incorporate control groups and require extended periods of treatment to obtain better evidence of the effectiveness of TBLT used in conjunction with ESP. Moreover, studies

can also be done on various occupational areas and various language proficiencies. For teachers and practitioners, it is promoted to carry out task-based, job-related speaking, which is a perfect representation of workplace communication. Speaking confidence and performance could also be helped by creating a supportive classroom environment and giving constant feedback. It is proposed to vocational schools and curriculum developers to think about the inclusion of TBLT and ESP in the English curriculum to be able to prepare students for the requirements of communication in the real world.

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