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Effects of Culture-Based Tasks in Improving Students of English as a Foreign Language Speaking Skills: Jimma College of Teachers' Education

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Abstract. This study aimed to examine how culture-based tasks can enhance college students' speaking skills. The researchers used a pre-post-test nonequivalent control group design, which is a type of quasi-experimental design, along with a quantitative research approach. The participants were 60 students in the second semester of the academic year 2021/22, divided into an experimental group consisting of 31 students and a control group consisting of 29 students. To gather data, a pre-test and post-test speaking test were conducted to evaluate the speaking accuracy and fluency levels of both groups before and after the intervention. The analysis of the pre-test results indicated no significant difference between the two groups. Throughout the study, the experimental group engaged in culture-based tasks as a means to improve their speaking accuracy and fluency for a period of three months, while the control group continued with conventional methods. At the end of the intervention, a post-test was administered to both groups, and their achievements were compared. The statistical analysis showed that the experimental group obtained higher average scores in the post-test, indicating that they exhibited better speaking accuracy and fluency after the intervention compared to the control group. These findings emphasize the positive impact of incorporating culture-based tasks in language learning contexts. The study recommends integrating

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such tasks to cultivate a more conducive English classroom environment and enhance students' speaking skills.

Keywords: culture-based tasks (CBT); quasi-experiment; social constructivism; speaking accuracy (SA); speaking fluency (SF)

1. Introduction

Language plays a crucial role in education as it facilitates the smooth exchange of knowledge between teachers and students. Effective communication and interaction through language are essential for individuals to meet their educational needs. Language is fundamental to human existence as it fosters interpersonal interaction and effective communication (Fahira, 2022). According to Abeyayehu (2021), language serves as a medium for people to engage in communication. English, being a widely spoken language globally, serves as an international language. It is widely used for purposes such as trade, business, research, technology, tourism, and education, enabling communication with people from various parts of the world (Lamessa et al., 2023; Sánchez et al., 2023).

Speaking skill is an important language skill that plays a key role in successfully communicating with others (Mulvani et al., 2023). Basically, speaking is the main means of communicating different types of information, feelings, intentions, goals, ideas, beliefs and personal feelings (Abdullah et al., 2021; Stark et al., 2020). Among English as a foreign language (EFL) students, speaking is often an indicator of their overall language ability, as oral communication skills are often used as a measure of success. In addition, speaking is a valuable skill that facilitates effective communication in any language (Mohammed, 2021).

Speaking skills, as Nanda et al. (2023) define them, are the ability to express one's thoughts, feelings or opinions to another person through speech or voice with the aim of informing, persuading or entertaining. In other words, students can verbally express their thoughts, feelings and opinions using language as a means of communication. Similarly, according to Purba et al. (2020), students use English to communicate their thoughts and feelings. However, speaking to students is often a daunting task as they may feel reluctant to express themselves verbally. Students face challenges in speaking English due to limited vocabulary, pronunciation and grammatical accuracy.

Mohammed (2021) emphasizes the importance of speaking skills for EFL learners, emphasizing that effective communication in any language is crucial. However, EFL learners often face challenges in achieving satisfactory English communication, so they need to improve their speaking skills. Putra et al. (2022) also acknowledge the importance of teaching speaking, and identify key elements such as pronunciation, fluency, accuracy, grammar and vocabulary that should be addressed during teaching. The authors emphasize that the accuracy and fluency of English students play a key role.

Fluency is characterized by the ability to communicate quickly and reliably, without hesitation and pauses. According to Bailey (2003, as cited in

Mohammed, 2021), fluency refers to the ability to use language fluently. Harmer (2015) adds that fluency is about delivering speech effectively for communicative purposes. Segalowitz (2010) further breaks down fluency into three categories: cognitive fluency, which is related to planning and organizing speech; fluency of speech, which refers to controlling pauses and speed; and perceived fluency, which relates to how well the listener understands the speaker's message. Fluency can also be described as the ability to smoothly connect different parts of speech without hesitation or inhibition (Mulvani et al., 2023; Skoura-Kirk et al., 2021).

Achieving SA can pose a challenge for students learning EFL. Ellis (2005) suggests that SA is closely linked to higher-level cognitive processing, which encompasses error-free performance and language awareness. Housen and Kuiken (2009) define speech accuracy as the capacity to produce speech without errors. They argue that accuracy serves as a significant indicator of language proficiency, highlighting the complexity associated with error correction. Furthermore, the International Handbook of the International English Language Testing System (IELTS, 2007) emphasizes that accuracy encompasses grammar, pronunciation and vocabulary, showcasing students' ability to develop and use them correctly.

EFL students often find that speaking is a difficult skill, which can negatively affect their academic performance and hinder effective communication. However, many EFL teachers underestimate the importance of speaking skills and rely on methods such as rote learning, test-focused approaches and repetitive use of fixed sentences in specific situations to improve speaking skills. Recent studies by Ataeifar et al. (2019) and Fang et al. (2022) as cited in Mulvani et al. (2023) emphasize the importance of speaking skills in both first and second language teaching. Despite this, speaking has not received enough attention from language teachers. Nowadays, learning to speak is more focused on strengthening grammatical structures and memorizing written dialogues (Dippold et al., 2022; Lin & Clark, 2021).

The traditional classroom often cannot adequately meet the needs of students in improving their speaking skills. This could be due to several factors such as lack of communication skills, competitive environment, test-driven approaches and teacher-centered teaching styles. Both internal and external factors can affect teacher ineffectiveness and teaching speaking skills. These may include the quality of teachers, the teaching methods used, excessive focus on structured materials, limited practice, teaching time, low student motivation and a school environment that does not highlight the improvement of learners' speaking skills (Buehler et al., 2021; Palma-Gómez et al., 2020; Perkins et al., 2018). Al-Sobhi and Preece (2018) emphasize that teaching and learning spoken language is a challenge not only for students learning EFL, but also for teachers themselves.

A considerable number of English majors studying at Jimma College of Teachers' Education are facing challenges with oral communication skills. Researchers have identified and observed these difficulties during their teaching

experiences. These challenges include fear of making errors, shyness, low self-confidence, reliance on their native language, inadequate practice, anxiety and a lack of authentic materials and ineffective teaching methods from English instructors.

According to Elsayed (2022), there are various factors that can impact the language learning skills of EFL student. These factors include psychological aspects such as lack of motivation, low self-confidence, second language (L2) anxiety, shyness and introversion. In addition, there are pedagogical factors including classmates' behavior, teaching methods and materials, teacher's guidance, class atmosphere, students' existing knowledge and their interests. Based on the given explanation, it can be concluded that a significant number of students still lack motivation to learn and practice speaking English. Several factors contribute to this, including low confidence, reluctance to speak English due to poor communication skills, and unengaging speaking lessons. It is important to address these issues to enhance students' performance in speaking EFL.

To overcome these difficulties, teachers should adopt a new approach to help students improve their speaking skills. The recommended method is known as culture-based task teaching, where language learning activities include culturally relevant tasks. Previous studies have investigated the use of CBT to improve students' speaking skills. In one case, Nazarova (2021) conducted a study investigating the effects of integrating CBT into foreign language learning at the intermediate level. The results showed that teaching languages through culturally oriented tasks can be useful and productive.

Hassannejad et al. (2020) investigated the role of culturally oriented material designed for Iranian university students learning English for Academic Purposes (EAP). The research focused on how these materials affected student performance in both receptive (listening and reading) and productive (speaking and writing) tasks. The results suggest that when material from another culture is included in EAP language learning, the first culture should be considered a determining factor.

Similarly, in another study, Margianti (2020) investigated the inclusion of local culture in teaching speaking skills to seventh grade students at MTS Jauhaurul Ihsan Jambi. The results of the study showed that the integration of culture-based materials had a significant positive effect on improving students' speaking skills. This highlights the importance of using cultural elements in language teaching to improve students' language skills.

Alhabbash et al. (2021) conducted a study that examined the benefits of incorporating culturally relevant content into the teaching of EFL to Arabic students, with a particular emphasis on enhancing their communication skills. The study findings indicated that EFL students perceived their learning process as a weaving of existing knowledge with new knowledge. Similarly, Calamaan and Ngag (2023) conducted a study on the impact of culturally based modular learning on the academic performance of English students. The research results

demonstrated a significant improvement in the academic achievement of students, particularly in the experimental group that used the culture-based module in English instruction.

Previous research conducted by foreign researchers has primarily concentrated on using CBT to enhance overall language skills. These studies discussed the correlation between these tasks and foreign language learning, task completion and overall language proficiency. The research designs employed in these studies involved descriptive, survey, case study and experimental approaches. The target participants encompassed low-level students as well as college and university students. However, the present study differs from previous research in several aspects.

The main aim of the current study was to examine the potential impact of integrating culturally relevant tasks on the speaking fluency and accuracy of university students who are learning EFL. The specific focus was on a group of students currently enrolled in a spoken-English course aimed at improving their speaking skills. The sample for this study comprised of two intact classes (i.e., an already-formed group) at the beginning of the academic year. It is worth mentioning that previous research has not extensively investigated how culture-related tasks influence students' speaking fluency and accuracy. To address this research gap and achieve our objectives, the researchers formulated the following specific research objectives and hypotheses.

1.1 Research objectives

Specifically, the study has attempted to:

- To determine if there was a statistically significant difference between the mean values of the pre-test scores for the experimental and control groups before the intervention, a statistical analysis was conducted.
- To check if there is a statistically significant difference between the average scores of the experimental and control groups in the post-test after the intervention.
- To indicate whether there is a statistically significant distinction between the average scores of the control group in the pre-test and post-test before and after the intervention.
- To measure whether there is a statistically significant disparity between the average scores of the experimental group during the pre-test and post-test, before and after the intervention.

1.2 Hypotheses

The null hypothesis for this study could be formulated as follows:

H₀₁: There is no statistically significant difference between the mean values of the pre-test scores of the experimental and control groups before the intervention.

H0₂: There is no statistically significant difference between the **mean** scores of the experimental and control groups after the intervention

H0₃: There is no statistically significant difference between the mean scores of the control group in the pre-post-test before and after the intervention.

H0₄: There is no statistically significant difference between the mean scores of the experimental group before and after the intervention.

2. Review of Related Literature

Culture encompasses the distinctive characteristics and understanding of a particular group, including aspects such as language, religion, cuisine, social customs, traditions, beliefs, art forms, and music (Aygul Zufarovna Ibatova et al., 2022). It represents human behavior and the symbols that have meaning in that behavior. Culture is expressed through various channels such as art, literature, clothing, festivals, culinary preferences, social norms and customary rituals. There are different cultures in different regions of the world (Lu et al., 2018).

Aygul Zufarovna Ibatova et al. (2022) suggest that exposure of EFL learners to English culture can improve their SA and fluency. In foreign and second language teaching, accuracy refers to the ability to generate grammatically correct sentences (Richards & Schmidt, 2002). However, Harmer (2000) argues that accuracy also includes appropriate use of vocabulary, effective use of correct grammatical structures and accurate pronunciation of words – aspects that teachers often take into account when assessing students’ language skills (Thornbury, 2000).

Thornbury (2000, as cited in Aygul Zufarovna Ibatova et al., 2022) defines fluency as the ability to use language smoothly and effortlessly without frequent interruptions and hesitations. Simply put, fluency is the natural and confident use of language to express thoughts, feelings and perspectives in various contexts. Focusing on accuracy requires constant practice or excessive self-awareness until it becomes embedded in speech patterns.

Several previous studies have investigated the use of culture-based language teaching, especially speaking skills, in EFL contexts (Ana, 2016; Poonpon, 2017; Elmahdi, 2016). Rogat et al. (2019) investigated the importance and integration of cultural education in foreign language classes. The study particularly emphasized why and how culture should be taught. Effective communication has been found to go beyond mere language skills. In addition to improving communication skills, culturally specific tasks can promote empathy and respect for different cultures, and can promote objectivity and cultural awareness.

Aygul Zufarovna Ibatova et al. (2022) conducted a study entitled “English Culture and Russian Language Learners’ Speaking: The Effectiveness of Using Culture-Based English Language Materials on Language Proficiency and Accuracy”. Research results showed that the inclusion of CBT is the most effective approach. Wiwiek and Darmiyati (2018) emphasize the importance of the careful design and implementation of culture-based learning materials in

learning English at different grade levels. These efforts are expected to improve teaching and learning, increase student engagement and ultimately lead to better educational outcomes. Similarly, Diep et al. (2022) conducted a study investigating the effects of culturally based teaching on foreign language anxiety on the speaking skills of Indonesian EFL students. The results showed that the experimental group that received culture-based instruction had better speaking skills and reduced anxiety after the post-tests compared to the control group.

A case study by Acevedo Fuenmayor and Oviedo Jaramillo (2023) explored EFL student' beliefs about culture-based discussion clubs. The study found that students' perception of these clubs played a key role in improving their speaking skills. In addition, factors such as student engagement, motivation and confidence were found to significantly contribute to their continued participation and active participation in these clubs.

A study conducted by Rattanawong and Thongrin (2023) explored the integration of cultural content into listening and speaking activities. The findings revealed that out of the ten textbooks analyzed, five of them adopted three distinct approaches to incorporating various cultural elements. These results suggest that textbook authors and publishers are becoming more cognisant of the diverse backgrounds and contexts in which English is employed as a global language.

Doganay and Aida (2013) conducted a study to find out how culture-based activities can positively influence foreign language teaching at an intermediate level (B1). The data collected from various instruments revealed that the inclusion of culture-based activities significantly improves students' language and communication skills. The study emphasized that the success of these activities depends on their clear and understandable presentation, which requires careful and systematic planning. It emphasized that foreign language teaching without the integration of culturally based tasks would be incomplete and lacking.

Barboura (2016) emphasized the importance of integrating CBT in foreign language learning. The argument presented is that simply focusing on language components such as grammar and vocabulary is not enough to teach a foreign language unless cultural elements are included. Without cultural integration, learners may encounter limitations in using the language effectively. That is why it is important to include culturally specific tasks in the process of teaching and learning a foreign language.

Based on the reviewed literature, a limited number of studies investigated how culture-based learning affects students' speaking ability (Acevedo Fuenmayor & Oviedo Jaramillo, 2023; Aygul Zufarova Ibatova et al., 2022; Diep et al., 2022; Rattanawong & Thongrin, 2023; Ziyoda, 2022). These studies consistently show positive results when culture-based language learning is integrated with language skills as a whole and speaking skills in particular. However, it is important to note that the literature reviewed did not specifically examine the effects of CBT on students' speaking fluency and accuracy. Furthermore, most of

these studies focused on EFL in a learning environment. Only a few studies have conducted tests to measure students' speaking fluency and accuracy (Aygul Zufarovna Ibatova et al., 2022).

This research is based on the constructivist theory of Vygotsky (1978), which had a significant impact on the field of education (Powell & Kalina, 2009; Zaki & Yunus, 2014). Constructivism assumes that effective learning occurs when communication, culture, language, participation and physical activity are integrated (Vygotsky, 1978). Considering the purpose of implementing a culture-based program in this research paper, social constructionist theory is considered the most appropriate approach.

According to the theory, language and culture act as lenses through which people see, communicate and understand the world around them (Vera et al., 2020). In other words, information and ideas are conveyed through language and interpreted and understood based on personal experiences and interactions within a particular cultural background. Based on this perspective, the researchers of this work applied the principles of constructivist learning theory to the teaching of speaking skills in a culturally oriented program. With this theoretical framework in mind, the researchers formulated their research hypothesis.

3. Methodology

The main purpose of this study was to examine the impact of culturally based tasks on students' speaking skills. In addition, the study sought to collect quantitative data using a quasi-experimental research design prior to testing. This research method was chosen because participants were randomly assigned to control and experimental groups.

3.1 Participants

Sixty (M = 33 and F = 27) English third-year major students from Jimma College of Teachers' Education, Oromia, Ethiopia participated in the study. An intact sampling technique was used, in which two classes participated in the spoken course in the second semester of the academic year 2021-2022. The reasons for using intact classes were to ensure the smooth running of the normal teaching and learning program of the college, allowing students to continue their normal studies without interruption. In addition, students were randomly divided into an experimental group (n = 31) and a control group (n = 29).

3.2 Data Collection Instrument

The researchers used one data gathering technique that aligned with the objectives and nature of the study. They employed a speaking test to assess the participants' English-speaking proficiency before and after the test. The researchers modified the speaking test, comprising oral test questions and grading criteria. The purpose of conducting the speaking test was to evaluate the impact of culture-based instruction on the participants' speaking skills by comparing their speaking performance before and after the implementation of the lesson.

Post-tests of speaking were administered to students in both the experimental and control groups after three months of instruction. The instruction consisted of traditional methods and culture-based task instruction. After receiving speaking instruction using these methods, both groups took a post-test. The objective of the test was to determine whether culture-based task training had a positive impact on students' speaking abilities.

A speaking test adapted from Murad (2009) was validated by a panel of university and college EFL associate professors and experts in the field. The nature and objectives of this study were considered in test modification and validation. The scoring criteria for the speaking test were adapted from the work of Ur (1996) and then confirmed by advisers and English language experts to be appropriate for the EFL context.

In this study, the researchers conducted assessments on the participants both before and after the intervention. Two EFL teachers recorded their assessments using both oral and audio-visual methods. They used a scoring system proposed by Ur (1996) to evaluate the speaking fluency and accuracy of the participants. Additionally, the researchers sought the feedback of two English language teachers regarding the grading methods employed to assess the speaking tests. This feedback was gathered through 15 oral questions which encompassed five criteria and a condition focusing on how well the students answered the questions, particularly in terms of fluency and accuracy.

3.3 Rubrics

Ur's (1996) criteria were employed to evaluate the students' oral performance in both the pre-and post-tests. The evaluator assigns ratings based on two distinct factors: fluency and accuracy. These criteria are assessed using a scale ranging from 1 to 5, with 1 indicating a very low score and 5 denoting a very high score.

3.4 Raters

Two experienced college lecturers, who were also academic staff members, served as the test raters for the oral proficiency assessment. These raters had equal levels of teaching experience and educational backgrounds. They were English Ph.D. candidates at Jimma University and had over 15 years of teaching experience in the same department and an MA in teaching EFL. To enhance agreement between the raters and improve rating accuracy, a 20-30-minute orientation session was conducted by the researcher. During this session, the rating methodology was taught, common issues in rating were addressed, and awareness about potential biases was emphasized throughout.

3.5 Rating Procedures

The speaking test was validated by a panel of language specialists from Jimma University's College of Social Sciences and Humanities. The test was adapted from the work of Murad (2009). During a training session, the researchers and EFL teachers who administered the test discussed and agreed upon the structure and scoring method. The researchers conducted individual short sessions lasting five to ten minutes with each student, during which they asked questions from the speaking test. Each session was recorded, and at the end of each session, the

raters used an evaluation scheme to assess the students' speaking performance. This process was conducted both before and after the intervention.

The evaluation process involved assessing students' performance in two main aspects of speaking skills: fluency and accuracy. Each component was given a weighting of 5% out of the total score, with a combined weighting of 10% for evaluating the provided oral questions. The mean score for each skill was calculated by summing up the assigned scores and dividing them by the total number of test sections. This method allowed assessors to decide individual scores for each skill accurately. To ensure fairness, learners' scores were calculated as an average between their pre-test and post-test scores. Both sets of data were collected and analyzed using statistical software tools. The results obtained from independent sample t-tests and paired sample t-tests were used to draw conclusions, which were then described in detail through discussion.

3.6 Intervention Mechanisms

The intervention manual, exclusively used in the treatment group, was designed and implemented by the researchers. Additionally, the researchers themselves taught both experimental and control group students for several reasons. These reasons included ensuring better control of instructional variables, as other teachers may have had limited familiarity with the teaching strategy used in the program and its theoretical foundations. Moreover, time restrictions may have hindered another teacher from adequately teaching the program based on the nature and design of this study.

In designing CBT in the EFL classroom, the researchers adapted the Tran model (2015) which consists of the following steps: creating context, providing input, noticing language patterns, practicing language use, reflecting on progress and producing output. Additionally, the researchers have used the EGAP task design (James, 2010) as a benchmark for selecting authentic CBT that enhance students' speaking skills.

The training manual was based on CBTs that were taught over a period of three months. The contents included expressing gratitude, congratulations, compliments and praise towards others; asking for and accepting apologies; discussing tourist destinations; celebrating Thanksgiving holidays; greetings; information about tourist spots; traditional foods and beverages; traditional clothing; weddings; religion; lifestyle; and visiting historical caves respectively.

3.7 Data Collection Procedures

The research process consisted of four phases, namely, pilot study, pre-test, intervention and post-test phases. To ensure the validity, reliability and feasibility of the main study, a pilot study was initially conducted with 15 third-year English majors in Fiche, Oromia, Ethiopia. Convenience sampling was employed in selecting this particular college. The pilot study aimed to assess the soundness of the main study, and the results of the test indicated that it showed good reliability. This was demonstrated by the inter-rater reliability correlation coefficient, which was found to be 0.813.

Step 2 involved conducting a pre-speaking test for both groups in order to gather data and establish a starting point for their speaking performance. The aim of this test was to assess the impact of culture-based task training on enhancing the speaking skills of high school learners studying EFL. Step 3 involved an intervention session where the two groups received different teaching approaches. The experimental group focused on developing their speaking skills through CBT, while the control group adhered to the traditional teaching method.

After three months of instruction on CBT and traditional methods, both the experimental and control groups underwent a post-speaking test. The objective of this test was to assess whether the inclusion of culture-based task instruction had any impact on students' speaking performance.

3.8 Validity and Reliability

Validity refers to the soundness and appropriateness of the methods employed, as well as the accuracy with which the findings reflect the data. On the other hand, reliability pertains to consistency in using analytical procedures (Halal et al., 2023). Prior to gathering primary data, validation of the speaking test was conducted through a series of steps.

3.8.1 Speaking test validity

To ensure the validity of the speaking test, the researchers asked for professional evaluation by field specialists and English language experts. These experts were requested to assess the speaking test holistically, considering factors such as (1) the adequacy of the tasks and their alignment with the measured functions; (2) the suitability of the tasks for students' educational level; (3) the appropriateness of the test for assessing the intended skills; and (4) the examination of the test in terms of scoring criteria and rubrics. The researcher carefully evaluated and incorporated the feedback and comments received, making necessary amendments accordingly. This iterative process aimed to enhance the validity of the test.

3.8.2 Speaking test reliability

A speaking test was used to gather quantitative data, which was then entered for analysis into the statistical software. As a result, the Pearson correlation coefficient was computed to assess inter-rater reliability. The 'percent agreement' between Raters 1 and 2 was therefore determined to be within .830 as considerable agreement.

3.8.3 Validity of the instructional program

The jury, comprised of two advisers and three university doctors with expertise in linguistics and EFL, assessed the content of the instructional program and provided their assessments in order to vouch for it. Based on their recommendations, the researcher added timing to each lesson procedure, standardized the format of the detailed lesson plans, omitted or modified some tasks due to time constraints, and added additional notes and instructions for the evaluation of both students and teachers at the conclusion of each lesson.

3.9 Methods of Data Analysis

The data from both groups were examined using statistical software. This involved conducting tests to determine if the data followed a normal distribution, calculating summary statistics such as the average and variability of the data, comparing two independent groups using t-tests, and comparing paired samples within each group also using t-tests.

4. Results

Before conducting statistical analyses of the post-tests, the researchers used the Shapiro-Wilk test to assess whether the data followed a normal distribution. The results of this test showed that all p-values were greater than 0.05, indicating that the scores showed a normal distribution. As a result, parametric tests such as independent and paired sample t-tests were considered appropriate for group comparisons in this study.

4.1 Inter-Rater Reliability Pre-Post Test

The reliability of the pre-post speaking test was assessed for both the experimental and control groups using inter-rater reliability analysis. The correlation between the two raters was examined, and the tables below present the reliability results obtained from the pre-post-test assessments.

Table 1: Speaking Pre-post Test Reliability Score

Test	Raters	Average	Sig. (2-tailed)
Pre-Test	I, II	.83	.000
	.831		
Post-Test	I, II		
	.829		

The two raters who assessed the students' speaking performance in the pre-test showed a strong level of agreement with an inter-rater reliability of .831 ($p < .001$). With a significance level of 0.01 in a two-tailed test, this correlation was deemed statistically significant. These findings suggest that there was a significant correlation between Rater 1 and Rater 2 in their evaluations, indicating a considerable agreement between their assessments.

Similarly, as shown in Table 1, the agreement between the two evaluators who evaluated the students in the speaking test was .829 ($p < .001$). In this study, the correlation coefficient was found to be statistically significant and acceptable.

4.2 The Result of Normality Test for both Groups

The researchers examined the data distribution of both groups before analyzing it by conducting the Shapiro-Wilk test. This test was chosen because it is suitable for conducting independent, paired sample t-tests and is particularly advantageous when dealing with small sample sizes.

Table 2: Test Normality of Pre-Post test Scores for Control Group

Normality Tests			
	Shapiro-Wilk Test		
	Statistic	df	Sig.
Pre- control	.956	29	.269
Post -control	.959	29	.304
*. This is the lower limit of true relation.			
*a. Lilliefors relation Correction			

Based on the results of the Shapiro-Wilk normality test, it can be observed that both the pre-test and post-test score values of the control group were found to be (0.269 and 0.304 > 0.05 for Shapiro-Wilk). Therefore, it can be concluded that the data follows a normal distribution.

Table 3. Test Normality of Pre-Post test Scores for Experimental Group

Normality Tests			
	Shapiro-Wilk		
	Statistic	DF	Sig.
Pre-experimental	.954	31	.199
Post-experimental	.941	31	.87
*. This is a lower bound of the true significance.			
*a. Lilliefors Significance Correction			

According to the results presented in Table 3, the Shapiro-Wilk test indicated that the pre-test and post-test scores in the experimental group had values of 0.169 and 0.101, respectively, which are greater than the commonly used significance level of 0.05. These findings suggest that the data followed a normal distribution, as they did not significantly differ from the expected distribution based on the chosen significance level of 0.05.

4.3 Hypotheses Testing

Four null hypotheses were proposed, suggesting that integrating CBT into spoken language courses can lead to improved speaking skills rather than solely relying on conventional teaching methods and tasks.

1. Null Hypothesis (H₀₁). There is no statistically significant difference between the mean values of the pre-test scores for the experimental and control groups prior to the intervention.

Table 4: Independent sample T-test results of accuracy and fluency before the intervention

Pre-speaking test		N	Mean	sd.	t	df	p-value
Accuracy	Experimental Group	31	68.1613	5.66920			.227
	Control Group	29	66.4483	5.16573	1.221	58	.227
Fluency	Experimental Group	31	70.1935	6.32149			
	Control Group	29	70.2759	4.94900	.056	58	.956

Table 4 shows the mean accuracy scores for both the control and experimental groups. The mean accuracy score for the control group was 66.44, while the mean score for the experimental group was slightly higher at 68.16. An

independent sample t-test was calculated to assess the significance of this mean difference. The t-test results revealed that there was no statistically significant difference in the scores of the control group (mean = 66.44, SD = 5.16) and the experimental group (mean = 68.16, SD = 5.66). The calculated t-value was -1.221 and the corresponding p-value was 0.227 (two-tailed). These results indicate that it is unlikely that the observed differences between the two groups were due to chance.

Based on this information, the mean fluency scores of the comparison and experimental groups were found to be 70.27 and 70.19. An independent sample t-test was calculated to determine if there was a significant difference between the means. The results in Table 5 show that there was no statistically significant difference between the control group (mean = 70.27, SD = 5.16) and the experimental group (mean = 68.16, SD = 5.66). The calculated t-value was 0.056 and the corresponding p-value was 0.956 (two-tailed). These findings suggest that both groups had similar accuracy and fluency in their speaking skills before intervention.

Based on the information provided, the researchers found evidence in support of the null hypothesis (H_{01}), indicating that there is no significant difference between the mean scores of the control and experimental groups before the intervention. However, they did not gather enough evidence to support the alternative hypothesis (H_{01a}), which suggests a significant difference in means between the two groups prior to the intervention. Therefore, the researchers did not find enough evidence to support the alternative hypothesis, which suggests a significant difference in means between the control and experimental groups before the intervention. Hence, the null hypothesis, which states that there is no significant difference between the mean scores of the two groups before the intervention, remains valid based on the results of the t-test.

2. *Null Hypothesis* (H_{02}): There is no statistically significant difference between the average scores of the experimental and control groups in the post-test after the intervention.

Table 5: Independent sample T-test results of accuracy and fluency after the intervention

Post-speaking Test		N	Mean	Std.	T	DF	P-value
Accuracy	Experimental Group	31	74.61	5.251			.001
	Control Group	29	69.72	5.915	3.377	56.064	
Fluency	Experimental Group	31	78.29	5.165			.000
	Control Group	29	71.51	5.047	5.132	58	

Based on the given data, the mean accuracy scores of the control and experimental groups were compared using an independent sample t-test. The t-test results showed a significant difference between the experimental group (mean = 74.61, SD = 5.251) and the control group (mean = 69.71, SD = 5.915). The t-value was 3.377 and the corresponding p-value was 0.000. These findings suggest that the use of culture-specific tasks by students in the experimental group students led to differences in the accuracy of their performance compared

to the control group. Therefore, it can be concluded that there was a significant difference between the control and experimental groups in the average accuracy of the CBT.

Similarly, as shown in Table 5, the mean fluency scores of control and experimental groups were found to be 71.51 and 78.29 respectively. An independent sample t-test was computed to determine the difference in significance. The t-test results indicated a significant difference between the means of the experimental group (mean = 78.29, SD = 5.165) and the control group (mean = 71.51, SD = 5.047) with a t-value of 5.132 and a p-value of 0.000 (two-tailed). This suggests that incorporating CBT for students in the experimental group resulted in a significant improvement in speaking fluency compared to the control group. In other words, the findings demonstrate a significant difference in average speaking fluency between the control and experimental groups after providing culturally specific tasks to the students in the experimental group.

Based on the obtained results as a whole, it can be concluded that there was a statistically significant difference in the mean points of the experimental and control groups of students after completing the CBT. This indicates that teaching speaking skills through CBT had a significant effect on improving speaking skills of EFL students. Based on the findings presented, the researchers can conclude that the group that underwent culture-based training (CBT) with culture-based tasks showed a noticeable improvement in both accuracy and fluency, in comparison to the control group. The t-test results demonstrate a significant enhancement in performance for the experimental group, specifically in terms of accuracy and fluency in speaking. Therefore, researchers can reject the idea that there is no difference and accept the notion that incorporating culture-specific tasks in CBT indeed led to significant disparities in performance between the control and experimental groups.

3. Null Hypothesis (H₀). There is no statistically significant difference between the mean scores of the comparison group in the pre-post-test before and after the intervention.

Table 6: Paired sample T-test results accuracy and fluency in the pre-test and post-test of the control group

Control group		N	Mean	sd.	t	df	P-value
Accuracy	Pre-speaking test	29	66.44	5.165	-1.503	28	.060
	Post- speaking test	29	69.72	5.015			
Fluency	Pre- speaking test	29	70.27	4.949	-2.018	28	.053
	Post-speaking test	29	71.51	5.047			

Table 6 displays the mean accuracy scores before and after the intervention, which were found to be 66.44 and 69.72 respectively. To assess the significance of this mean difference, a paired sample t-test was computed. The results of the t-test revealed a t-value of -1.503 with a corresponding p-value of 0.060 (two-tailed). These findings indicate that there is no statistically significant difference between the pre-test (mean = 66.44, SD =5 .165) and post-test (mean =69 .72, SD=5 .015) scores in terms of SA for students in the control group. In conclusion, it can be inferred that there is no noticeable distinction in SA scores

for comparison group students before and after implementing conventional teaching methods based on these results.

Based on the information provided, the results of the paired sample t-test computed on the control group indicate that there is no statistically significant difference between the pre-test (mean = 70.27, SD = 4.949) and post-test (mean = 71.51, SD = 5.047) scores in terms of flow experience for students in the control group. The t-value obtained was -2.018 with a corresponding p-value of 0.053 (two-tailed). This suggests that the mean values of the pre-test and post-test scores for the control group students who received conventional task-based instruction are not significantly different.

Therefore, based on these findings, the researchers would support the null hypotheses, which state that there is no significant difference in mean scores and flow experience scores before and after implementing conventional teaching methods. In other words, there is no noticeable distinction in the scores for students in the control group when comparing the pre-test and post-test results.

4. *Null Hypothesis (H0₄)*: There is no statistically significant difference between the mean scores of the experimental group in the pre-post-test before and after the intervention.

Table 7: Paired sample T-test results accuracy and fluency in the pre-test and post-test of the experimental group

Experimental group		N	Mean	Std.	T	DF	P-value
Accuracy	Pre-test	31	68.16	5.669	-5.351	30	.000
	Post-test	31	74.61	5.251			
Fluency	Pre-test	31	70.19	6.321	-5.803	30	.000
	Post-test	31	78.29	5.165			

Table 7 displays the mean accuracy scores of the experimental group before and after the treatment, which were found to be 68.16 and 74.61, respectively. To assess the significance of this mean difference, a paired sample t-test was conducted. The results revealed a t-value of -5.351 with a corresponding p-value of 0.000 (two-tailed). These findings indicate that there is a significant difference between the pre-test (mean = 68.16, SD =5 .669) and post-test (mean =74 .61, SD=5 .251) scores in terms of SA for students in the experimental group. In conclusion, it can be inferred that implementing culture-based task instruction led to a notable improvement in SA for students within the experimental group.

Based on the data presented in Table 7, it was found that there was a significant improvement in fluency scores among students who received the intervention. The average fluency score before the intervention was found to be 70.19, while after the intervention it found to be 78.29. A paired sample t-test was computed to regulate if this mean difference is statistically significant. The results of the t-test showed a t-value of -5.803 and a p-value of 0.000 (two-tailed). This indicates that there is indeed a significant difference between the pre-test (mean = 70.19, SD = 6.321) and post-test (mean =78 .29, SD=5 .165) fluency scores.

Based on the findings of the paired sample t-tests, it can be concluded that the implementation of culture-based task instruction had a positive impact on both speaking accuracy and fluency among students in the experimental group. The acceptance of the alternative hypothesis for both variables indicates that there was a significant improvement in these language skills after the intervention. This suggests that incorporating cultural content into language instruction can effectively enhance students' speaking abilities. These results highlight the importance of integrating cultural elements into language learning, as it not only facilitates language acquisition but also promotes cultural understanding and communication proficiency.

5. Discussion

The main objective of the study was to examine how culturally based tasks could enhance the speaking skills of college-level EFL students. Researchers collected and analyzed relevant data to investigate each research hypothesis. The results indicated that the experimental group, which received the CBT intervention, exhibited improved performance in the speaking post-test compared to the control group. Initially, both groups had similar speaking skills during the pre-test. However, after the treatment, the speaking skills of the experimental group improved significantly. Consequently, this study rejects its null hypothesis, suggesting that CBT indeed have a positive effect on the speaking fluency and accuracy of third-year English major students at the college level.

The better results observed in the treatment group compared to the control group are due only to the fact that the experimental group succeeded in implementing the new strategy. By incorporating cultural activities into their EFL curriculum, students were given the opportunity to improve their presentation skills and actively participate in learning. Integrating CBT into EFL teaching undoubtedly improved students' language performance in general and speaking skills in particular. As a result, the inclusion of a culture-based programme played an important role in the exceptional performance shown by the experimental group in the post-tests. Limited research highlights how culture-based learning affects students' speaking skills (Acevedo Fuenmayor and Oviedo Jaramillo, 2023; Diep et al., 2022; Aygul Zufarovna Ibatova et al., 2022; Rattanawong & Thongrin, 2023; Ziyoda, 2022).

The findings mentioned above align with the existing literature review. For instance, Diep et al. (2022) conducted a study demonstrating the positive effects of incorporating culturally based tasks on the speaking performance of EFL learners. These findings are consistent with the research conducted by Menacho et al. (2021), who suggested that integrating culture-oriented materials into EFL classes can enhance students' English language performance. Similarly, Sakinah (2020) found that including culturally based tasks in EFL instruction can be an effective approach to improving students' speaking performance.

Furthermore, the results of our study are consistent with the findings of Nasirahmadi et al. (2014), who investigated the effects of incorporating culture-based materials into EFL lessons. They also discovered that the experimental group outperformed the control group in both post-test evaluations and classroom discussions. Additionally, our study's results align with the research

conducted by Redaoui and Turki (2016), who stressed the significance of including culture-based materials in the EFL curriculum to enhance English proficiency. Together, these findings provide support for the effectiveness of culture-based instruction in improving language learning and underscore the importance of integrating cultural elements into language learning.

Moreover, our research aligns with a study conducted by Menacho-Vargas et al. (2021), which explored the impact of culture-based task discussions on enhancing the speaking abilities of EFL learners in Peru. The results of their study indicated that, following the intervention, the group participating in the cultural conversation program demonstrated significant improvement compared to the control group.

6. Conclusions

The purpose of this study was to investigate the improvement of speaking skills among third-year college English majors through CBT. The findings suggest that integrating CBT into teaching and learning can significantly enhance language learning for EFL students. Furthermore, the results demonstrate that teaching through CBT is an effective approach to enhancing the speaking skills of college EFL students. Significant differences in pre- and post-test scores were observed in both the control and experimental groups. It can, thus, be concluded that CBT exert a positive impact on students' speaking performance.

Incorporating culture-based task instruction has proven to be effective in developing students' speaking skills. This approach establishes an engaging and effective learning environment that facilitates the enhancement of students' speaking performance. By integrating CBT into language instruction, students are offered to a wide range of content, such as asking and accepting apologies, expressing congratulations, offering compliments and praise, exploring culture-based materials, discussing tourist destinations, describing traditional cuisine and beverages, examining traditional clothing, wedding ceremony, exploring religion, delving into lifestyle aspects, exploring historical caves, holiday ceremony, practicing requesting repetition and providing descriptions.

Furthermore, the use of CBT as a learning tool has been found to be an enjoyable and interactive experience. For this reason, future research could focus on students at the primary, secondary and university levels to further explore the effects of CBT in various educational settings.

7. Recommendations

This study had several limitations that should be acknowledged. Firstly, the sample size was small, involving only two groups of students. Therefore, the findings may not be generalizable to a larger and more diverse population. Secondly, the study primarily relied on quantitative data, potentially overlooking the valuable qualitative aspects of the students' experiences.

Moreover, this study solely focuses on the fluency and accuracy aspects of speaking, neglecting other crucial elements of language proficiency. To enhance the present research, future studies should expand their scope by incorporating

students from various educational levels in the sample. Additionally, integrating qualitative data gathering techniques could provide a deeper understanding of students' perspectives. Moreover, investigating the influence of CBT on different aspects of students' EFL skills and language domains would be valuable.

Furthermore, it is crucial for educators, curriculum developers and materials designers in the English language education field to give priority to including culturally relevant and sufficient tasks and speaking activities in the creation and updating of textbooks and learning materials. Lastly, the researchers suggest that teachers taking part in the study should consider integrating CBT into their spoken courses, as this approach can improve speaking skills compared to solely relying on traditional teaching methods.

7. Implications

The current study has achieved significant advancements and made valuable contributions in various fields. This includes a theoretical contribution, expanded knowledge, new possibilities for future research, development of language resources and improved practices in teaching and learning the English language.

7.1 Theoretical Contribution

The overall impact of the research is expected to be substantial in terms of advancing the knowledge of language education, particularly in the context of spoken English instruction. This is attributed to its valuable theoretical insights and empirical discoveries.

7.2 Materials Development

The current study has centered on the use of CBT and the discovery of their significant role in enhancing learners' speaking skills. Consequently, developers of spoken English materials can gain valuable insights from this study to improve their materials.

7.3. Improving Methods and Approaches Used in the Teaching and Learning of the English Language

The findings of this study provide significant benefits in the realm of teaching and learning the English language. Specifically, both English and EFL teachers and students can make use of culturally oriented speaking activities that have led to an improvement in students' speaking skills.

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9. Conflict of Interest

The researchers involved in this article declare that they have no conflicting interests.

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