Unveiling Learner Perceptions on the T-Brid Learning Model: A Task-Based Hybrid Approach for EFL Speaking Instruction

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INTRODUCTION

1. The COVID-19 pandemic accelerated the shift to online and hybrid learning models (Warsito et al., 2022)
2. Speaking courses in EFL contexts face challenges due to lack of real-time interaction and limited engagement (Yao & Shi, 2024).
3. Hybrid models often fail to accommodate interactivity and contextual task design (Moorhouse et al., 2021).
4. The T-Brid Learning Model was developed to bridge this gap using Task-Based Language Teaching (TBLT) integrated with hybrid learning principles.

LITERATURE REVIEW

1. TBLT (Nunan, 2004): Prioritizes authentic communication tasks that reflect real-world use.
2. Hybrid Learning: Synchronous (Zoom) and asynchronous (LMS-based) integration enhances flexibility (Garrison, 2019).
3. TPACK: Frameworks used to support tech-integrated pedagogy (Huang et al., 2025) .
4. Gap Identified: Lack of student-centered hybrid speaking models with proven learner engagement.

METHOD

Design:
ADDIE-based R&D Model (Branch, 2009)

Participants:

1. 10 students (preliminary field testing)
2. 27 students (main field testing) from two universities – UM Palopo and UNCP Palopo

Instruments:

1. CEFR-based speaking rubric (A2 Level)
2. Structured student perception questionnaire

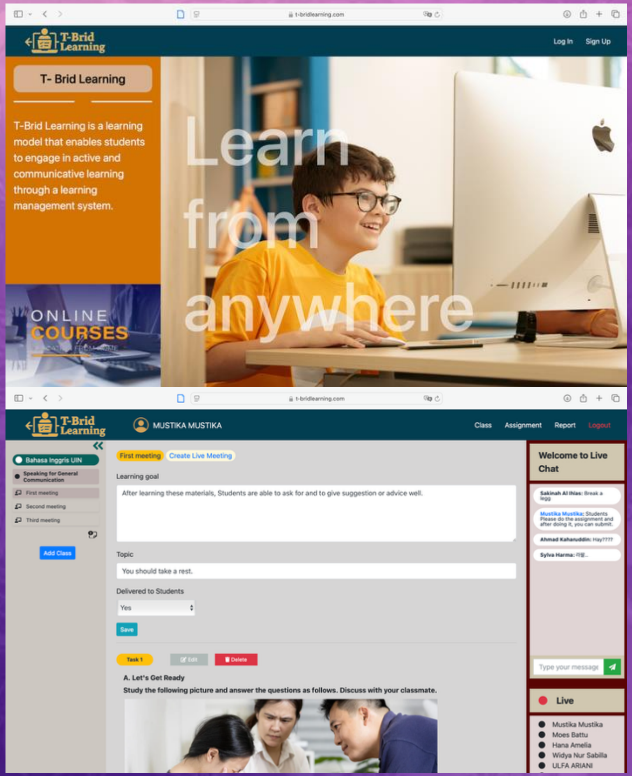
Validation of the Instrument:

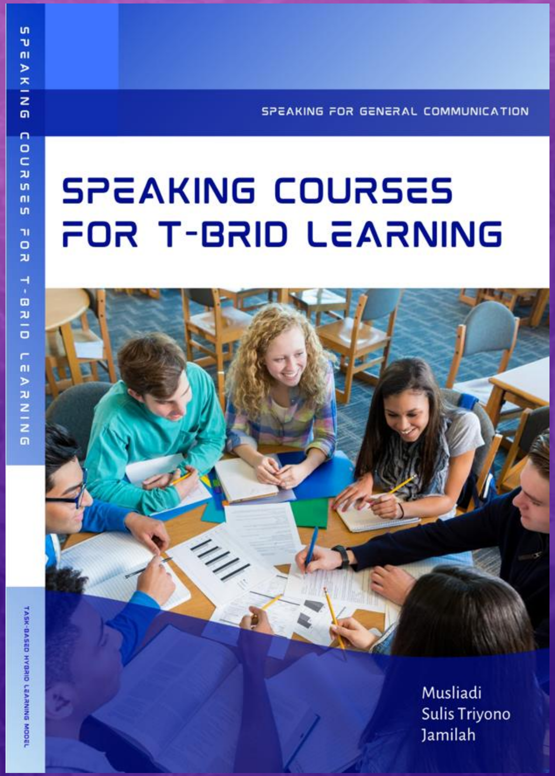
Expert judgment using Aiken's V

Analysis:

1. Wilcoxon Signed-Rank Test for performance
2. Descriptive statistics for perception

DEVELOPED PRODUCTS





FINDING AND DISCUSSION

Related-Samples Wilcoxon Signed Rank Test summary of preliminary field testing

Experiment	Total N	Test Statistic	Standard Error	Standardized Test Statistic	Asymptotic Sig.(2-sided test)
Pre-Test and Post-Test 1	10	45.000	8.216	2.739	.006
Pre-Test and Post-Test 2	10	28.000	5.831	2.401	.016
Pre-Test and Post-Test 3	10	55.000	9.559	2.877	.004

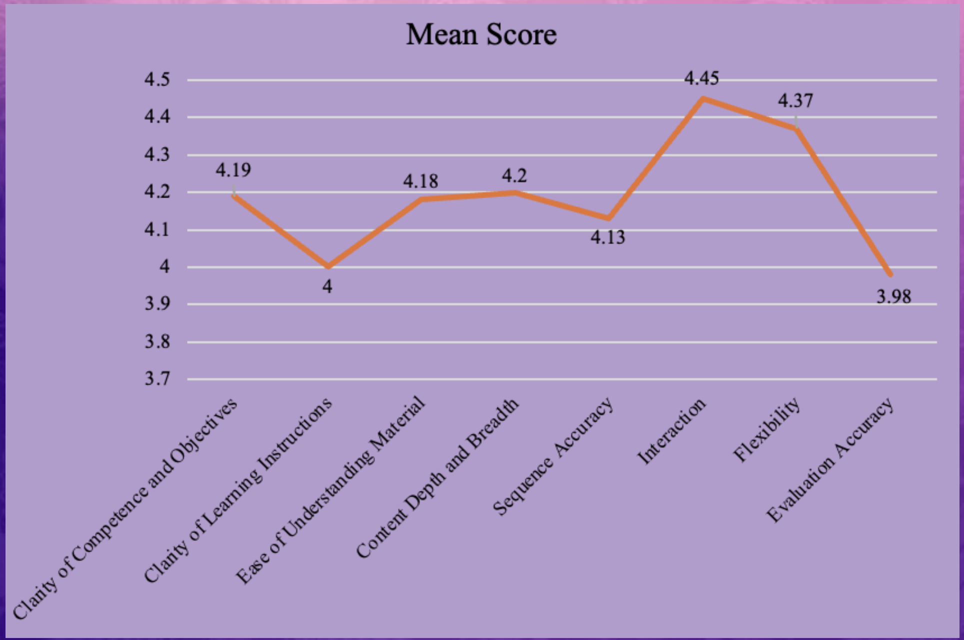
The Asymptotic Significance (2-tailed) values for all three tests are below the threshold of 0.05—specifically, .006 for Test 1, .016 for Test 2, and .004 for Test 3—indicating statistically significant improvements in students' performance after the implementation of the T-Brid Learning Model.

Related-Samples Wilcoxon Signed Rank Test summary of Main field testing

Experiment	Total N	Test Statistic	Standard Error	Standardized Test Statistic	Asymptotic Sig.(2-sided test)
Pre-Test and Post-Test I	27	364.500	40.933	4.288	.001
Pre-Test and Post-Test II	27	253.000	30.568	4.138	.001
Pre-Test and Post-Test III	27	300.000	34.317	4.371	.001
Pre-Test and Post-Test IV	27	276.000	32.299	4.273	.001
Pre-Test and Post-Test V	27	325.000	37.005	4.391	.001
Pre-Test and Post-Test VI	27	253.000	30.563	4.139	.001
Pre-Test and Post-Test VII	27	276.000	32.692	4.221	.001

All groups showed statistically significant improvements from pre-test to post-test, with asymptotic significance values (2-tailed) of .001, which are well below the threshold of 0.05. This indicates a highly significant difference in students' performance after the implementation of the model.

Student Perceptions on Instructional Aspects (Preliminary Field Testing)

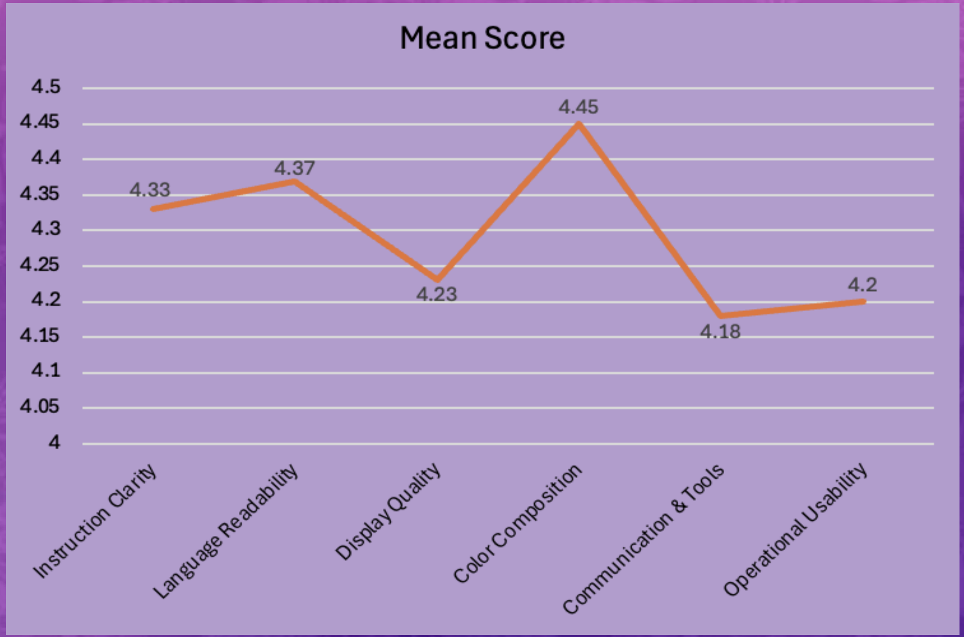


Criteria:

1. 4.21–5.00 = Very Good;
2. 3.41–4.20 = Good;
3. 2.61–3.40 = Fair;
4. 1.81–2.60 = Poor;
5. 1.00–1.80 = Very Poor.

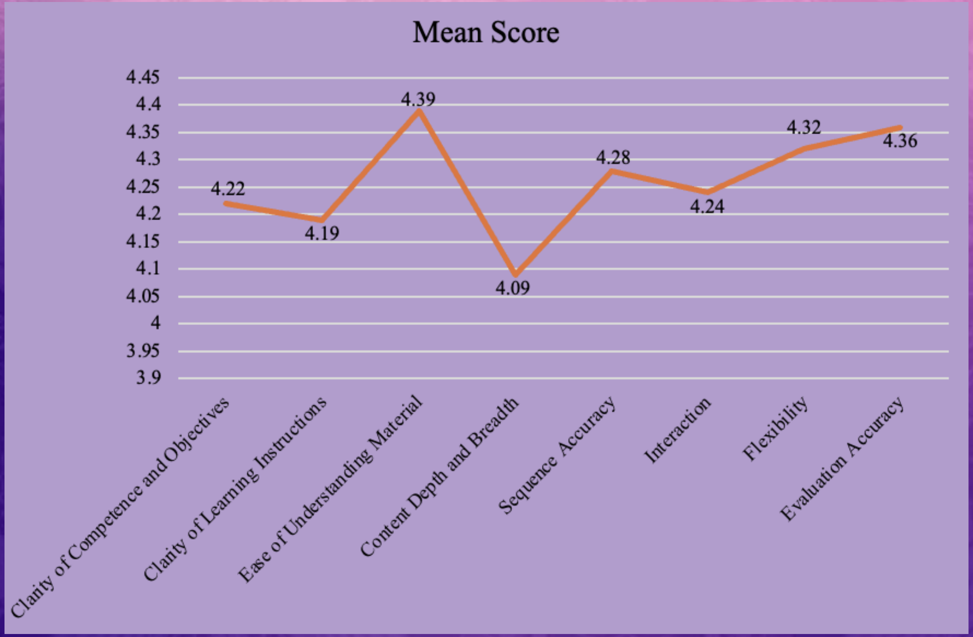
Overall, students rated the instructional components positively, with **Interaction (4.45)** and **Flexibility (4.37)** receiving the highest mean scores. This indicates strong engagement and adaptability in the learning process. While **Evaluation Accuracy** scored slightly lower (3.98), it still reflects an acceptable level of clarity and fairness. These results affirm the effectiveness of the T-Brid model's instructional design in facilitating meaningful learning.

Student Perceptions on LMS Usability (Preliminary Field Testing)



Students responded positively to the usability of the T-Brid LMS. **Color Composition (4.45)** and **Language Readability (4.37)** received the highest ratings, indicating visually appealing and easy-to-understand content delivery. While **Communication & Tools (4.18)** and **Display Quality (4.23)** scored slightly lower, they remained within effective usability standards. These results suggest that the LMS is functional, engaging, and accessible for learners.

Student Perceptions on Instructional Aspects (Main Field Testing)



Criteria:

1. 4.21–5.00 = Very Good;
2. 3.41–4.20 = Good;
3. 2.61–3.40 = Fair;
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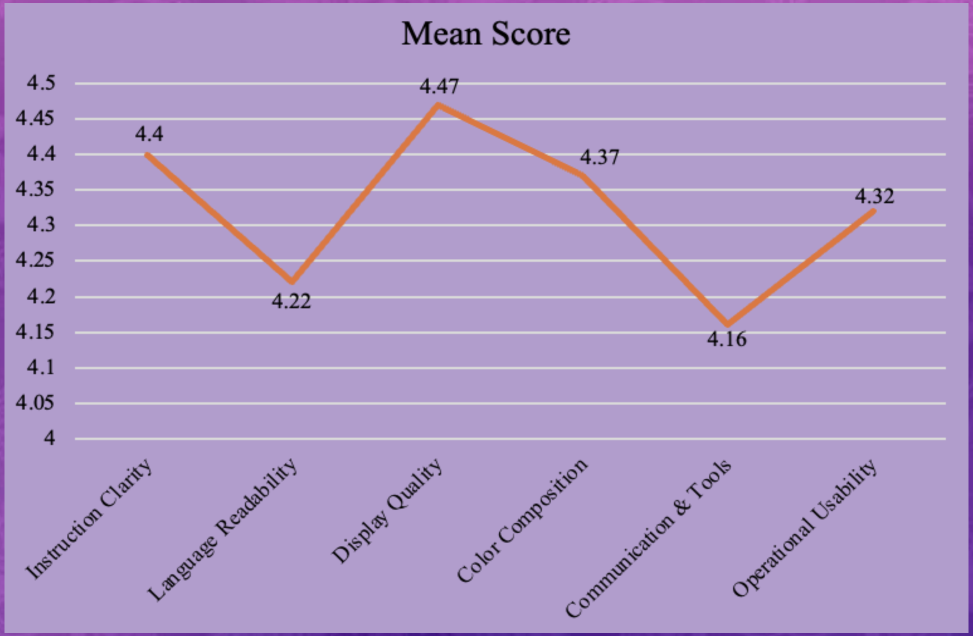
5. 1.00–1.80 = Very Poor.

In the main field testing phase, students showed a strong positive perception of the instructional quality of the T-Brid Model. **Ease of Understanding Material (4.39)** and **Evaluation Accuracy (4.36)** received the highest scores, highlighting effective content delivery and fair assessment. While **Content Depth and Breadth (4.09)** had the lowest score, the results overall reflect a consistently high level of instructional clarity, interaction, and flexibility, confirming the model's practicality in supporting learner comprehension and engagement.

Student Perceptions on LMS Usability (Preliminary Field Testing)



The main field testing results reveal that students rated the usability of the T-Brid LMS positively. Display Quality (4.47) emerged as the highest-rated aspect, followed by Instruction Clarity (4.4) and Operational Usability (4.32), indicating satisfaction with visual design and ease of use. While Communication & Tools (4.16) scored the lowest, the overall scores reflect that the LMS effectively supported student interaction and navigation during the learning process.

CONCLUSION

1. The T-Brid Learning Model significantly enhanced students' speaking performance, as confirmed by the Wilcoxon Signed-Rank Test results.
2. Students showed very positive perceptions of both instructional quality and LMS usability across preliminary and main field testing phases.
3. Instructional strengths included Interaction, Ease of Understanding, and Evaluation Accuracy—indicating effective content design and engagement.
4. LMS strengths highlighted Display Quality, Color Composition, and Operational Usability—reflecting appealing design and functional support.
5. Overall, the model proved to be a practical and engaging solution for hybrid EFL speaking instruction.

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THANK YOU!

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