**Abstract:**

The aims of this research are to examine the impact of the task-based language teaching approach on improving female EFL learners’ speaking abilities and to explore learners’ and EFL teacher’s attitudes toward this approach. The study conducted mixed-method research based on a quasi-experimental design—the data was collected through a pre-and post-speaking test, a questionnaire, and semi-structured interviews. The research participants are 32 EFL learners at university who share a similar level of English. TBLT, particularly some approaches to TBLT, encourages EFL teachers to introduce language form after learners complete tasks meaningfully (Willis & Willi 2013). This is believed to increase learners’ speaking abilities. Previous research showed significant effects of this approach in developing learners speaking skills; however, researcher argues that TBLT is more time consuming (Houghton, 2018). This has increased the researcher’s interest in investigating the effect of TBLT in developing learners’ speaking skills and to find out learners’ and teacher’s attitudes toward this approach. The main findings of the research are as follows: firstly, after engagement with the TBLT approach, experimental group learners have significantly increased some components of speaking skills in comparison to the control group; at the same time, the control group learners have increased syntactic complexity, unlike the experimental group learners. Secondly, the study reveals that learners have a positive attitude toward the use of TBLT. These findings should increase the awareness of EFL teachers on the importance of learners’ role in the EFL classroom, on the student-cantered environment, and on the experience of the language in real-life interaction, which, as the study suggests, assists learners in improving their speaking skills.