HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THE EFFECTIVNESS OF TASK-BASED LANGUAGE TEACHING IN IMPROVING B1 LEVEL LEARNERS' SPEAKING FLUENCY

Oltiboyeva Laylo Alijon qizi
Student of the Faculty of English Philology, Uzbekistan State World Languages University,
Email: oltiboyevalaylo999@gmail.com
Supervisor: **Tukhtakhujayeva Madina**
Associate professor Department of Teaching languages methodology and educational technology Uzbekistan State World Languages University Tashkent, Uzbekistan
doi:https://doi.org/10.5281/zenodo.24160727

Abstract. The effectiveness of Task-Based Language Teaching (TBLT) on the speaking fluency of B1-level learners is studied in this article. It considers how communicative activities such as role-plays, discussions and problem-solving tasks encourage oral communication. A qualitative approach is adopted, drawing on the existing academic literature, particularly focusing on learners' confidence, participation and fluency. Previous studies have demonstrated that TBLT provides learners with real motivation to communicate and improve their speaking skills.

Key words: Task-based language teaching, fluency in speaking, communicative competence, learners of B1 level, oral communication, English as a Foreign Language (EFL), communicative tasks, language acquisition.

Introduction.

Speaking is one of the most important skills in learning English, because it is the way learners express their ideas and participate in conversations. But many B1 students have trouble with it.1 They are unsure, searching for words they do not have, and lose all confidence the moment they have to speak in front of others. Traditional teaching is part of the problem, with its focus on grammar rules and memorized material, leaving little room for real communication. Task-Based Language Teaching (TBLT) offers an alternative route: learners engage in meaningful communicative tasks and use English to get something done.2

Literature review. Task-Based Language Teaching is an important approach in second language teaching. The idea is simple: people learn a language by using it to communicate and perform important tasks. While traditional approaches focus on linguistic forms, TBLT requires learners to use language as a means to a communicative goal. Several researchers have examined the theory and practice of this approach. In "Task-Based Language Teaching: Sorting Out the Misunderstandings", Ellis (2009) states that a task should be mainly directed to meaning, promote the use of learners' own

1The B1 level corresponds to the "independent user" stage of the Common European Framework of Reference for Languages (Council of Europe, 2001), where learners can deal with most everyday situations but often lack fluency and range when speaking spontaneously.

2For a systematic overview of research on this topic, see Yu, Mofreh, and Salem (2024), and for a discussion of gaps that still need investigation, Huynh and Nguyen (2023).

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

linguistic resources, and lead to a communicative outcome.3 He also argues that grammar should not be dropped from task-based instruction; if necessary, grammar work can be integrated into communicative activities. This is important for B1 learners who need opportunities to communicate while still developing accuracy. Robinson (2011) in "Task-Based Language Learning: A Review of Issues" discusses the relationship between the task characteristics and the development of a second language.4 He investigates the impact of task conditions on learners' interaction, attention and spoken proficiency. His research demonstrates the importance of task design for accuracy, complexity and fluency.5 The consequence for educators is obvious: assignments should be selected based on the requirements and level of the students. Skehan and Foster (1997) investigated how learners' oral performance is influenced by task type, preparation time, and post-task activities.6 Their findings demonstrate how task features and planning circumstances may affect complexity, accuracy, and fluency. A little preparation time prior to a speaking exercise can help intermediate students better organize and communicate their ideas. Albino (2017) investigated how task-based training helps EFL students at PUNIV-Cazenga improve their speaking fluency.7 Using picture-description exercises and other classroom assignments, the study examined the development of ideas and conversational language. It provides real-world proof that TBLT is beneficial for teaching foreign languages.

Discussion

According to the previously reviewed studies, task-based language teaching can significantly improve B1-level English learners' speaking fluency. Meaningful conversation, active engagement, frequent language usage, and the opportunity to express one's own thoughts appear to be its main sources of strength. First, TBLT encourages students to communicate practically in English. Instead of focusing just on grammar rules, students participate in tasks that require them to share knowledge and complete a certain objective. For instance, in a problem-solving exercise, students are required to articulate their viewpoints.

Additionally, task-based learning can boost students' self-esteem. Because they are worried about making grammatical or pronunciation errors, many intermediate students hesitate. Communicative assignments shift the emphasis to conveying the message, allowing students to express themselves without worrying about accuracy all the time. This may be strengthened even further with the teacher's support and helpful criticism.

Repeated practice is also important. Students get increased familiarity with the subject, terminology, and task requirements when they do comparable assignments several times. They can organize their thoughts more effectively and talk without needless pauses because of this familiarity.

3Ellis (2009) lists four criteria of a task: a primary focus on meaning, a gap that needs to be filled, reliance on learners' own linguistic resources, and a clearly defined non-linguistic outcome.

4Robinson (2011), "Task-based language learning: A review of issues," *Language Learning, 61*(Suppl. 1), 1–36.

5Complexity, accuracy and fluency (CAF) are the three dimensions most commonly used in the literature to describe and measure learners' spoken performance.

6Skehan and Foster (1997), "Task type and task processing conditions as influences on foreign language performance," *Language Teaching Research, 1*(3), 185–211.

7Albino (2017), "Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga," *SAGE Open, 7*(2).

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Bygate (2001) emphasizes the significance of task repetition in researching the development of second language speaking performance.8 Performance can also be enhanced by preparation. Students benefit from having time to organize their thoughts and choose relevant language before a discussion or presentation. Planning conditions can affect the accuracy, complexity, and fluency of spoken language, as shown by Skehan and Foster (1997).9 As a result, educators should find a reasonable balance between planned and unplanned communication.

Selecting the appropriate tasks is equally crucial. Activities that are challenging enough to get B1-level learners talking but not so hard that they give up are necessary. Topics such as education, travelling, technology, environmental issues, daily routines and personal experiences work well because learners can link them to what they already know.

That said, TBLT is not without its challenges. Some learners have limited vocabulary or shaky grammar, or find the task instructions hard to follow. Students who are used to teacher-centered lessons may also struggle at first when asked to work independently in groups. This is where the teacher's role becomes important. Teachers need to select suitable tasks, give clear instructions, monitor how learners interact and offer helpful feedback. Communication should stay the main goal, but attention to grammar, vocabulary and pronunciation is still needed for balanced language development. The classroom environment plays a part as well. Pair work and group work give learners far more opportunities to speak than teacher-dominated lessons do, and a supportive atmosphere encourages students to take part and to be willing to communicate. All in all, TBLT looks like a promising way to improve B1-level learners' speaking fluency, but it should not be seen as a quick fix.10 Success depends on choosing appropriate tasks, managing the classroom well, guiding learners and making sure they speak regularly.

Conclusion. In conclusion, Task-Based Language Teaching is a valuable approach for improving the speaking fluency of B1-level learners. The literature reviewed in this article shows that communicative activities such as role-plays, discussions and problem-solving tasks give learners the chance to practise English in a meaningful way, voice their opinions and interact with others. Because the focus moves from memorizing rules to getting a message across, learners grow in confidence, hesitate less when they speak and become more willing to take part in lessons.

The review also shows that the benefits of TBLT are not automatic. Task design, repetition and planning time all influence how fluently, accurately and complexly learners speak, so tasks must match the level, interests and needs of the students. Topics that connect to learners' own experience, such as education, travelling, technology and daily routines, help B1 learners to stay motivated and to use the language they already have. At the same time, grammar, vocabulary and pronunciation should not be neglected; they can be integrated into communicative activities through feedback and follow-up work, so that fluency develops together with accuracy.

8Bygate (2001), "Effects of task repetition on the structure and control of oral language," in Bygate, Skehan, and Swain (Eds.), *Researching pedagogic tasks*, pp. 23–48.

9Planning time is usually divided into pre-task planning (before speaking) and online planning (during speaking); both are discussed by Skehan and Foster (1997).

10Yu et al. (2024) and Huynh and Nguyen (2023) both note that more research is needed on specific proficiency levels, which supports the cautious conclusion that TBLT is promising but not a quick fix.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

The teacher plays a central role in this process. By choosing suitable tasks, giving clear instructions, monitoring pair and group work, and offering supportive feedback, the teacher creates a classroom atmosphere in which learners feel safe to make mistakes and to experiment with the language. Learners who are used to teacher-centered lessons may need time and guidance to adjust, which is why regular practice and patience are essential.

Finally, the studies considered here are mostly based on existing research, and further classroom-based investigations at the B1 level would help to confirm and refine these findings. Even so, the evidence suggests that, when used thoughtfully, TBLT can contribute a great deal to learners' speaking development and communicative competence, and that it deserves a place in the everyday practice of EFL teachers.

References

1. Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. SAGE Open, 7(2). https://doi.org/10.1177/2158244017691077
2. Bygate, M. (2001). Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan, & M. Swain (Eds.), Researching pedagogic tasks: Second language learning, teaching and testing (pp. 23–48). Longman.
3. Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge University Press.
4. Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. International Journal of Applied Linguistics, 19(3), 221–246. https://doi.org/10.1111/j.1473-4192.2009.00231.x
5. Huynh, T. S., & Nguyen, V. L. (2023). Review of the effects of task-based language teaching on EFL learners' speaking performance: What remains to be researched? CTU Journal of Innovation and Sustainable Development, 15(3), 23–33. https://doi.org/10.22144/ctujoisd.2023.048
6. Robinson, P. (2011). Task-based language learning: A review of issues. Language Learning, 61(Suppl. 1), 1–36. https://doi.org/10.1111/j.1467-9922.2011.00641.x
7. Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign language performance. Language Teaching Research, 1(3), 185–211. https://doi.org/10.1177/136216889700100302
8. Yu, Y., Mofreh, S. A. M., & Salem, S. (2024). Speak beyond borders: A systematic review of task-based language teaching for EFL speaking proficiency. English Language Teaching, 17(7), 15. https://doi.org/10.5539/elt.v17n7p15