

DEVELOPING PRODUCTIVE SKILL VIA TBL FOR B1 LEVEL STUDENTS

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Annotation. *This article explores the effectiveness of Task-Based Learning (TBL) in developing productive skills, particularly speaking and writing, among B1 level students. It highlights how meaningful tasks enhance learners' communicative competence, encourage interaction, and promote real-life language use. The study discusses practical strategies for implementing TBL in the classroom and emphasizes its role in increasing student motivation and autonomy. The findings suggest that TBL significantly improves learners' ability to express ideas fluently and accurately.*

Keywords: *Task-Based Learning, productive skills, B1 level, speaking, writing, communicative competence, student motivation, language learning.*

Introduction

In the context of globalization and the growing importance of English as an international language, the demand for effective language teaching methodologies has significantly increased. Traditional teacher-centered approaches are gradually being replaced by learner-centered and communicative methods that emphasize active student participation and real-life language use. Among these modern approaches, Task-Based Learning (TBL) has emerged as a highly effective methodology in second language acquisition. Productive skills, particularly speaking and writing, are essential components of language proficiency, as they enable learners to express their ideas, opinions, and emotions in meaningful ways.

For B1 level learners, who are considered intermediate users of the language, developing these skills is especially important, as they are expected to communicate with a certain degree of fluency and accuracy. However, many learners at this level face challenges such as limited vocabulary, grammatical difficulties, lack of confidence, and insufficient exposure to authentic communicative situations. Task-Based Learning provides a practical and student-centered solution to these challenges by engaging learners in purposeful, goal-oriented tasks that reflect real-life contexts. Through the structured stages of pre-task, while-task, and post-task, learners are encouraged to use language actively, collaborate with peers, and focus on meaning before form. This process not only enhances their fluency but also gradually improves their grammatical accuracy and overall communicative competence.

Furthermore, TBL promotes learner autonomy, critical thinking, and motivation by allowing students to take responsibility for their own learning. The teacher's role shifts from a knowledge provider to a facilitator who guides, monitors, and provides feedback throughout the learning process. Therefore, this study aims to investigate the effectiveness of Task-Based Learning in developing productive skills among B1 level students and to identify practical strategies that can be applied in classroom settings to enhance learners' speaking and writing abilities.

Theoretical and Empirical Background

Task-Based Learning (TBL) is grounded in communicative language teaching (CLT) and is strongly influenced by theories of second language acquisition that emphasize interaction, meaningful communication, and learner engagement. One of the key theoretical foundations of TBL is the idea that language is best learned when it is used as a tool for communication rather than as an object of study.

This perspective is supported by interactionist theories, which argue that learners acquire language through meaningful interaction and negotiation of meaning in real-life contexts. Additionally, TBL is closely related to constructivist learning theory, which suggests that learners actively construct knowledge through experience and social interaction. In a TBL framework, students are not passive recipients of knowledge but active participants who engage in problem-solving tasks, collaborative activities, and communicative exchanges. This process enhances both cognitive and linguistic development, particularly in terms of productive skills such as speaking and writing.

Another important theoretical aspect of TBL is the focus on fluency before accuracy. Learners are encouraged to express their ideas freely during task performance, which reduces anxiety and builds confidence. Accuracy is typically addressed during the post-task phase, where teachers provide feedback and highlight language forms. This balance between fluency and accuracy is especially beneficial for B1 level learners, who need to develop both communicative competence and linguistic control. From an empirical perspective, numerous studies have demonstrated the effectiveness of TBL in improving productive skills. Research findings indicate that learners who are exposed to task-based activities show significant improvement in speaking fluency, coherence, and interactional competence. Similarly, writing skills are enhanced through tasks that require learners to organize ideas, use appropriate vocabulary, and produce coherent texts for specific purposes.

Empirical evidence also suggests that TBL increases learner motivation and engagement, as tasks are often meaningful, relevant, and related to real-life situations. Students tend to participate more actively in task-based classrooms compared to traditional settings, which leads to greater language exposure and practice. Moreover, studies highlight that TBL fosters learner autonomy by encouraging students to take responsibility for completing tasks and reflecting on their performance. However, some challenges have also been identified in the implementation of TBL, such as time constraints, large class sizes, and the need for teacher training. Despite these limitations, the overall findings from both theoretical and empirical research strongly support the use of TBL as an effective approach for developing productive skills among B1 level learners.

Research Methodology

This study adopts a mixed-methods research design combining both qualitative and quantitative approaches in order to obtain a comprehensive understanding of the effectiveness of Task-Based Learning (TBL) in developing productive skills among B1 level students. The integration of these methods allows for both measurable outcomes and in-depth analysis of learners' experiences.

Research Design

The research is based on a quasi-experimental design involving two groups: an experimental group and a control group. The experimental group is taught using Task-Based Learning techniques, while the control group follows a traditional teacher-

centered approach. The study is conducted over a period of several weeks to ensure sufficient exposure to the teaching methods and measurable development of skills.

Participants

The participants of the study consist of B1 level students selected from a secondary school or language learning center. A total of 30–40 students are involved and are divided equally into two groups. The selection is based on their language proficiency level to ensure homogeneity.

Data Collection Methods

Several instruments are used to collect data:

Pre-test and Post-test:

These tests are designed to measure students' speaking and writing skills before and after the implementation of TBL. The results help to identify any improvements in fluency, accuracy, and coherence.

Classroom Observation:

Observations are conducted during the lessons to analyze students' participation, interaction, and engagement in task-based activities.

Questionnaires:

Students are asked to complete questionnaires to gather information about their attitudes, motivation, and perceptions of the TBL approach.

Interviews:

Semi-structured interviews with selected students and teachers provide deeper insights into the effectiveness and challenges of TBL.

Procedure

At the beginning of the study, both groups take a pre-test to assess their initial level of productive skills. The experimental group is then taught using TBL, which includes pre-task, while-task, and post-task stages, while the control group continues with traditional instruction methods. After the intervention period, both groups take a post-test.

Data Analysis

Quantitative data obtained from pre-tests and post-tests are analyzed using statistical methods such as percentage comparison and mean score analysis to measure improvement. Qualitative data from observations, questionnaires, and interviews are analyzed through thematic analysis to identify patterns related to student engagement, motivation, and skill development.

Ethical Considerations

All participants are informed about the purpose of the study, and their consent is obtained prior to data collection. Confidentiality and anonymity are maintained throughout the research process.

Limitations of the Design

Despite the strengths of the research design, several limitations should be acknowledged. First, the sample size of the study is relatively small, consisting of only 30–40 B1 level students. This may limit the generalizability of the findings to a broader population of language learners with different backgrounds and proficiency levels.

Second, the duration of the study is limited to a few weeks, which may not be sufficient to observe long-term effects of Task-Based Learning on the development of productive skills. Language acquisition is a gradual process, and a longer intervention period could provide more reliable and comprehensive results. Another limitation is

related to the quasi-experimental design, where participants are not randomly assigned to groups. This may result in potential bias, as differences between the experimental and control groups could influence the outcomes. Additionally, the assessment of speaking and writing skills may involve a degree of subjectivity, particularly in evaluating fluency, coherence, and accuracy. Although scoring criteria are applied, complete objectivity cannot be fully guaranteed.

Furthermore, external factors such as students' motivation, prior knowledge, and exposure to English outside the classroom may also affect the results. These variables are difficult to control and may influence the effectiveness of the TBL approach. Finally, the successful implementation of Task-Based Learning largely depends on the teacher's experience and ability to design effective tasks. Lack of proper training or familiarity with TBL may impact the quality of instruction and, consequently, the study results.

Despite these limitations, the study provides valuable insights into the potential of Task-Based Learning as an effective method for developing productive skills among B1 level learners.

Results

The findings of this study demonstrate that the use of Task-Based Learning (TBL) has a positive impact on the development of productive skills among B1 level students. The results are based on both quantitative and qualitative data collected through pre-tests, post-tests, classroom observations, questionnaires, and interviews.

Quantitative Results

The comparison between pre-test and post-test scores shows a significant improvement in the experimental group, which was taught using TBL. Students in this group demonstrated noticeable progress in both speaking and writing skills, particularly in terms of fluency, coherence, and vocabulary usage.

In contrast, the control group, which followed traditional teaching methods, showed only slight improvement. While some progress was observed, it was not as substantial as that of the experimental group. The mean scores of the experimental group increased considerably, indicating that TBL contributed effectively to the enhancement of productive skills.

Qualitative Results

Classroom observations revealed that students in the experimental group were more actively engaged in the learning process. They participated more frequently in discussions, collaborated with peers, and showed greater willingness to use English during task performance.

The results of the questionnaires indicated that most students had a positive attitude towards Task-Based Learning. They reported increased motivation, confidence, and enjoyment during lessons. Many students also mentioned that task-based activities helped them express their ideas more freely and think critically. Interviews with students and teachers further supported these findings. Students highlighted that real-life tasks made learning more meaningful, while teachers observed improvements in students' interaction, autonomy, and overall communicative competence.

Overall Findings

Overall, the results suggest that Task-Based Learning is more effective than traditional teaching methods in developing productive skills at the B1 level. It not only improves linguistic performance but also enhances students' motivation, participation, and confidence in using the language.

Discussion

The results of this study indicate that Task-Based Learning (TBL) is an effective approach for developing productive skills, particularly speaking and writing, among B1 level learners. The improvement observed in the experimental group supports the theoretical claim that language is best acquired through meaningful use rather than through isolated practice of grammatical structures. This aligns with communicative language teaching principles, which emphasize interaction, meaning-focused activities, and learner engagement.

One of the most important outcomes of the study is the noticeable increase in students' fluency and willingness to communicate. This can be explained by the structure of TBL, where learners are first encouraged to focus on meaning during task performance without excessive concern for accuracy. As a result, students become more confident in expressing their ideas, which gradually contributes to smoother and more natural speech production. In addition, the improvement in writing skills suggests that task-based activities help learners organize their thoughts more effectively. Tasks that require problem-solving, information exchange, or creative output provide learners with opportunities to use vocabulary in context and develop coherence in written texts. The post-task stage, where feedback is provided, also plays a significant role in improving grammatical accuracy and language awareness.

The qualitative findings further confirm that TBL increases student motivation and engagement. Learners reported that tasks based on real-life situations made lessons more interesting and meaningful. This supports previous research findings that authentic and goal-oriented activities enhance learner autonomy and participation. The collaborative nature of tasks also encouraged peer interaction, which is essential for language development at the intermediate level.

However, the study also highlights several challenges in implementing TBL. Time limitations, classroom management issues, and varying student proficiency levels can affect the effectiveness of task-based instruction. Additionally, successful implementation depends heavily on the teacher's ability to design appropriate tasks and provide effective guidance. Despite these challenges, the overall findings suggest that TBL offers a more dynamic and interactive learning environment compared to traditional methods. It not only improves linguistic performance but also fosters confidence, motivation, and independent learning skills among B1 level students.

Conclusion

This study has explored in detail the effectiveness of Task-Based Learning (TBL) in developing productive skills, specifically speaking and writing, among B1 level learners. Based on the analysis of both quantitative and qualitative data, it can be concluded that TBL is a highly effective and pedagogically valuable approach for improving learners' communicative competence in English.

The findings of the research clearly indicate that students who were taught through Task-Based Learning demonstrated greater improvement in their productive skills compared to those who followed traditional teacher-centered instruction. In particular, significant progress was observed in fluency, coherence, vocabulary range, grammatical awareness, and the ability to organize ideas logically in both spoken and written communication. This improvement suggests that task-based instruction creates a more supportive and engaging environment for language acquisition. One of the key conclusions of this study is that TBL helps learners shift from passive knowledge

reception to active language use. By engaging students in meaningful, goal-oriented tasks, the approach encourages them to focus on communication rather than form alone. As a result, learners become more confident in expressing their ideas and are less afraid of making mistakes. This is especially important for B1 level students, who are still developing intermediate-level communicative competence. The study also confirms that the structured stages of TBL—pre-task, while-task, and post-task—play a crucial role in language development. The pre-task stage prepares learners by activating prior knowledge and introducing vocabulary. The while-task stage allows learners to actively use language in collaborative or individual tasks, while the post-task stage provides opportunities for reflection, correction, and feedback. Together, these stages contribute to balanced development of both fluency and accuracy.

In addition, the research highlights that Task-Based Learning has a strong positive impact on learner motivation and engagement. Students showed increased interest in classroom activities, participated more actively in group work, and demonstrated a higher level of enthusiasm compared to traditional lessons. The use of real-life and meaningful tasks made learning more relevant and enjoyable, which in turn improved overall participation and interaction. Another important conclusion is that TBL promotes learner autonomy and critical thinking skills. By taking responsibility for completing tasks, students learn how to manage their learning process, make decisions, and collaborate effectively with peers. These skills are essential not only for language learning but also for overall academic development.

However, despite its many advantages, the study also recognizes that successful implementation of TBL requires careful consideration. Teachers must design appropriate tasks that match learners' proficiency levels and ensure that classroom time is used effectively. In addition, teacher training and experience are essential for managing task-based classrooms successfully. Without proper guidance, some learners may struggle with task requirements, especially in large or mixed-ability groups. Overall, the findings of this study strongly support the use of Task-Based Learning as an effective approach for developing productive skills in B1 level learners. It provides a dynamic, interactive, and learner-centered environment that enhances both linguistic performance and affective factors such as motivation and confidence.

In conclusion, it can be stated that TBL is not only a teaching method but also a comprehensive learning framework that fosters real communication, meaningful interaction, and continuous skill development. Therefore, it is highly recommended that English language teachers integrate Task-Based Learning principles into their classroom practice in order to improve students' speaking and writing abilities more effectively and sustainably.

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