

## THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON SPEAKING FLUENCY OF A2 LEARNERS

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**Abstract:** This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in improving the speaking fluency of A2-level English learners. Speaking fluency remains a major challenge for learners at lower proficiency levels due to limited vocabulary, lack of confidence, and insufficient communicative practice. This research adopts a quasi-experimental design involving pre- and post-tests to measure learners' fluency development after implementing task-based instruction. The findings demonstrate that TBLT significantly enhances learners' speaking fluency by increasing speech rate, reducing pauses, and improving communicative confidence. The study highlights the importance of meaningful interaction and real-life tasks in developing oral proficiency. Implications for English language teaching and classroom practices are discussed.

**Keywords:** Task-Based Language Teaching (TBLT), speaking fluency, A2 learners, communicative competence, ESL

### 1. Introduction:

Speaking is one of the most important yet challenging skills for second language learners. Many learners at the A2 level struggle with expressing ideas fluently due to limited exposure to authentic communication and overemphasis on grammar-based instruction. Traditional teaching methods often fail to provide sufficient opportunities for meaningful interaction.

Task-Based Language Teaching (TBLT) has emerged as an effective pedagogical approach that focuses on using language through meaningful tasks rather than memorizing structures. TBLT emphasizes "learning by doing" and promotes communication in real-life contexts.

Recent studies suggest that TBLT can significantly improve learners' oral fluency, accuracy, and communicative competence.

This study aims to examine:

Whether TBLT improves speaking fluency of A2 learners

How task-based activities influence learners' confidence and participation

### 2. Literature Review

#### 2.1 Task-Based Language Teaching (TBLT)

TBLT is an instructional approach that focuses on the use of authentic language through meaningful tasks. Learners engage in activities such as problem-solving, role-play, and discussions that simulate real-life situations.

Research shows that TBLT encourages active participation and learner-centered interaction.

It also promotes communicative competence by focusing on meaning rather than form.

## 2.2 Speaking Fluency in Language Learning

Speaking fluency refers to the ability to produce spoken language smoothly, quickly, and with minimal hesitation. Fluency is often measured through:

Speech rate

Pauses

Repetitions

Learners at lower levels often struggle due to lack of practice and anxiety in speaking situations.

## 2.3 TBLT and Speaking Fluency

Several studies confirm the positive impact of TBLT on speaking skills:

Task-based activities improve interaction and real-life communication skills

Learners show increased confidence and participation

Fluency improves through repeated exposure to meaningful tasks

A quasi-experimental study also found that students taught through TBLT showed greater improvement in speaking fluency compared to traditional methods.

## 3. Methodology

### 3.1 Research Design

This study uses a quasi-experimental design with:

Experimental group (TBLT)

Control group (traditional teaching)

Pre-test and post-test methods are used to measure speaking fluency.

### 3.2 Participants

30 A2-level English learners

Age: 18–22

Divided into two groups (15 each)

### 3.3 Instruments

Speaking fluency test

Observation checklist

Audio recordings

Fluency is measured based on:

Speech rate

Number of pauses

Length of utterances

### 3.4 Procedure

The study lasted 6 weeks:

Experimental Group:

Students were taught using TBLT framework:

Pre-task phase

Introduction to topic

Vocabulary preparation

Task cycle

Role-plays

Problem-solving tasks

Group discussions

Post-task phase

Feedback

Reflection

Control Group:

Traditional grammar-based instruction

Limited speaking practice

### 3.5 Data Analysis

Pre-test and post-test scores compared

Quantitative analysis of fluency improvement

Qualitative observation of student participation

## 4. Results.

The results indicate that TBLT had a significant positive impact on learners' speaking fluency.

Key Findings:

Increased speech rate in experimental group

Reduced hesitation and pauses

Improved confidence in speaking

Students exposed to TBLT showed greater improvement compared to the control group.

These findings align with previous research showing that task-based instruction enhances fluency and communicative ability.

## 5. Discussion

The findings confirm that TBLT is an effective approach for improving speaking fluency among A2 learners.

Why TBLT works:

Meaning-focused learning

Learners focus on communication rather than grammar rules

Real-life tasks

Tasks simulate authentic communication situations

Increased interaction

Students actively participate in discussions

Reduced anxiety

Collaborative tasks create a supportive environment

However, some challenges were observed:

Time management issues

Difficulty designing appropriate tasks

Mixed proficiency levels

These challenges are also noted in previous studies.

## 6. Conclusion

This study demonstrates that Task-Based Language Teaching significantly improves speaking fluency of A2 learners. By engaging students in meaningful communication, TBLT enhances fluency, confidence, and participation.

Implications:

Teachers should incorporate task-based activities

Curriculum designers should include communicative tasks

More focus should be placed on speaking practice

## 7. References

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