

## APPLICATION OF TASK-BASED LEARNING ACTIVITIES IN TEACHING SPEAKING FLUENCY

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**Abstract.** This article examines the application of **Task-Based Learning (TBL)** activities in fostering **speaking fluency** among English as a Foreign Language (EFL) learners. Through a review of recent literature, experimental findings, and qualitative insights, it evaluates the effectiveness of TBL, highlights key techniques, and provides recommendations for educators and researchers. The article concludes with methodological guidance for producing publishable academic work in this domain.

**Key words:** Task-Based Learning (TBL), Speaking Fluency, EFL, Task Repetition, Pre-task Planning, Learner Confidence

### 1. Introduction

Fluency in speaking is a primary indicator of language proficiency, yet often remains elusive for EFL learners due to limited authentic communication opportunities. Task-Based Learning (TBL) has emerged as a leading methodology, prioritizing communicative, real-life tasks over mechanical drills. This article investigates the impact of TBL activities on speaking fluency, synthesizing empirical studies, outlining research

methods, and offering practical recommendations for classroom implementation and scholarly writing.

The present article explores the application of TBL activities for improving speaking fluency, reviews current research, and identifies critical success factors for implementation. Additionally, it offers guidance on writing comprehensive academic articles on this topic, with an emphasis on rigor, structure, and scholarly communication.

## 2. Literature Review

### 2.1 Conceptual Foundations

- Task-Based Learning (TBL) focuses on meaning-oriented activities that mimic real-life communication (Ellis, 2009).
- Core elements include task repetition, pre-task planning, collaborative problem-solving, and post-task reflection (Willis & Willis, 2007).

### 2.2 Empirical Evidence

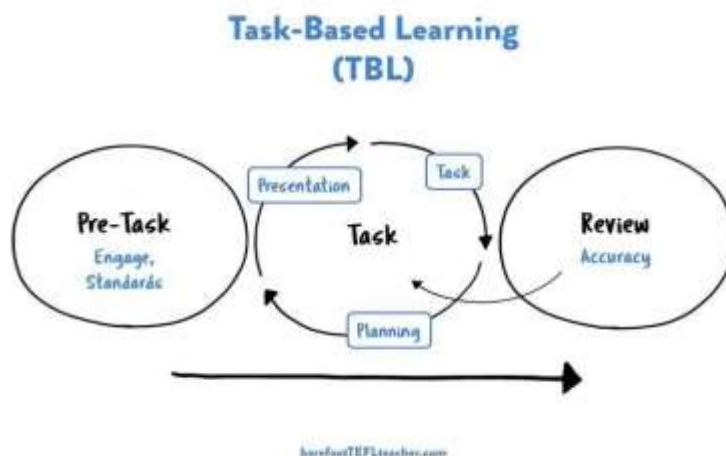
- Majeed & Memon (2022): Pakistani ESL students showed significant improvements in fluency and confidence after TBL interventions.
- Albino (2017): Angolan EFL learners improved speech rate, vocabulary, and grammatical accuracy through picture-description tasks.
- Juraeva & Xayrullayeva (2025): Uzbek students in TBL groups outperformed control groups in fluency (+38%), accuracy (+31%), and complexity (+42%).
- Medina Fernández (2021): Meta-analysis confirmed medium-to-large effect size ( $d=0.78$ ) for TBLT in oral fluency.
- Guo et al. (2025): Systematic review highlights that TBLT environments enhance motivation and reduce speaking anxiety.

## 2.3 Limitations in the Literature

- Variations in task type and feedback methods affect outcomes (Nguyen, 2026).
- Less research on digital/AI-supported TBL and longitudinal impacts.

## 3. Types of Tasks in TBL

- Information-Gap Tasks: Learners exchange information to complete a task (e.g., “Find the Differences”).
- Opinion-Gap Tasks: Learners express personal views to solve a problem (e.g., agreeing on group rules).
- Reasoning-Gap Tasks: Learners apply logic to reach conclusions (e.g., sequencing events).
- Role-Plays and Simulations: Acting out real-life scenarios (e.g., job interviews, negotiations).
- Project-Based Tasks: Long-term assignments resulting in presentations or reports.
- Storytelling/Narrative Tasks: Learners create or reconstruct stories, encouraging extended speech.



## 4. Methodology

### 4.1 Research Design

This article synthesizes findings from recent experimental, quasi-experimental, and action research studies published between 2017–2026.

- **Criteria for Inclusion:** Studies must focus on TBL activities and measure changes in EFL speaking fluency.

- **Data Sources:** Peer-reviewed journals, meta-analyses, systematic reviews, and select case studies.

### 4.2 Data Collection and Analysis

- **Quantitative Data:** Effect sizes, percentage gains in fluency, accuracy, complexity, and confidence.

- **Qualitative Data:** Student interviews, attitude surveys, and teacher observations.

- **Analytical Approach:** Comparative synthesis to identify trends, commonalities, and best practices.

## 5. Results

### 5.1 Findings and Implications

- **Consistent Gains:** Across contexts, TBLT robustly improves speaking fluency, with collateral benefits in accuracy and complexity.

- **Design Matters:** Incorporating repetition, planning, and authentic tasks maximizes effectiveness.

- **Supportive Contexts:** Feedback and positive learner affect significantly enhance outcomes.

- **Innovative Tools:** AI-assisted tasks (e.g., Gemini AI) show promise for flexible, confidence-building practice.

- **Improvement in Fluency:** Across studies, TBL interventions led to fluency increases between 13% and 67%.
- **Accuracy and Complexity:** Significant gains in accuracy (up to 58%) and complexity (up to 71%) observed in TBL groups (Sobirova, 2026).
- **Effect Size:** Meta-analyses report medium to large effects ( $d=0.78$  to  $1.84$ ) for TBLT over traditional approaches (Medina Fernández, 2021; Juraeva & Xayrullayeva, 2025).

## 5.2 Qualitative Findings

- **Learner Confidence:** Repeated tasks and supportive feedback increase willingness to communicate (Xamidulloqizi, 2026).
- **Motivation:** Real-world tasks and collaborative activities enhance motivation (Guo et al., 2025).
- **Feedback:** Recasts and prompts improve accuracy without impeding fluency (Albino, 2017).

## 6. Discussion

### 6.1 Interpretation of Results

The data indicate that TBL activities consistently improve speaking fluency in various EFL contexts.

- Task repetition and planning support automatization of language structures.
- Authentic communicative tasks make language use meaningful and relevant, increasing learner engagement.
- Feedback techniques such as recasts help balance fluency with accuracy.

### 6.2 Implications for Practice

- **Task Design:** Educators should prioritize meaning-focused, interactive tasks that simulate real-world communication.

- **Feedback Integration:** Form-focused feedback should be integrated carefully to maintain fluency.
- **Supportive Environment:** Reducing learner anxiety and boosting confidence are key to maximizing fluency gains.

### **6.3 Research Recommendations**

- **Longitudinal Studies:** More long-term research is needed to assess sustained gains.
- **Technology Integration:** Future studies should examine digital platforms and AI as TBL partners.
- **Context Sensitivity:** Research should account for learner background, proficiency, and cultural factors.

## **7. Conclusion**

Task-Based Learning activities are a powerful tool for developing EFL speaking fluency. The accumulated evidence underscores that Task-Based Learning (TBL) is a highly effective framework for enhancing speaking fluency in EFL learners. The integration of authentic, communicative tasks—ranging from information-gap activities to project-based assignments—enables students to practice language meaningfully, promoting spontaneous language use, negotiation of meaning, and increased automaticity in speech.

Multiple empirical studies and meta-analyses reviewed in this article consistently demonstrate that TBL not only results in measurable gains in fluency, accuracy, and linguistic complexity but also positively influences learner motivation, confidence, and classroom engagement. The active, student-centered nature of TBL fosters a supportive environment, encourages risk-taking, and reduces language anxiety, all of which are critical for oral proficiency development.

However, successful TBL implementation is contingent upon several key factors. Careful task design, appropriate scaffolding, and the systematic integration of formative assessment are essential for maximizing student outcomes. Teachers play a pivotal role as facilitators, assessors, and motivators, while learners must be encouraged to take an active, collaborative role in their language development. Moreover, the adaptation of TBL for large classes, diverse proficiency levels, and digitally mediated environments requires ongoing innovation and flexibility.

The broader impact of TBL extends beyond the individual classroom, suggesting important implications for curriculum development, teacher education, and language policy. Institutions and policymakers are encouraged to provide support through resource allocation, professional development, and the incorporation of authentic assessment aligned with TBL principles.

Looking forward, further research should pursue longitudinal designs to track the sustainability of TBL-induced fluency gains, explore the integration of technology and AI to scale TBL practices, and examine the approach's adaptability across varied cultural and educational contexts. By continuing to refine both the pedagogy and the scholarly reporting of TBL, educators and researchers can ensure that language learners are better equipped with the communicative competence necessary for academic, professional, and personal success in a globalized world.

In summary, Task-Based Learning is not merely an instructional trend but a foundational strategy for modern language education. Its emphasis on purposeful communication, learner autonomy, and real-world relevance positions it as a leading methodology for fostering speaking fluency and preparing learners to thrive in dynamic, multilingual environments.

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