# DEVELOPING B1 LEARNERS’ SPEAKING SKILLS THROUGH TASK-BASED LANGUAGE TEACHING

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**Abstract:** Speaking is a skill when learning a foreign language. It lets students share their thoughts give opinions and talk with others in situations. Many B1- level English learners find it hard to join conversations negotiate and speak smoothly with confidence. Task- Based Language Teaching or TBLT offers an answer by letting students use English to finish real- life tasks. This article looks at how TBLT can help B1 learners improve their speaking skills. It answers three questions: what to teach, who to teach and how to teach. The article points out speaking functions such as giving opinions making suggestions negotiating and agreeing or disagreeing as learning goals. It also examines what B1 learners need. Explains the three stages of a TBLT lesson: pre- task, task cycle and language focus. Classroom activities such, as planning a weekend trip solving a problem and organizing a group event are given as examples of speaking tasks. The article ends by saying that TBLT helps learners build fluency improve interaction gain confidence and develop speaking ability by using language in ways.

**Keywords:** Task-Based Language Teaching, speaking skills, B1 learners, communicative competence, speaking functions.

## Introduction

Speaking is one of the skills for learners studying English as a Foreign Language. It lets students say what they think share their views ask questions reply to others and join in conversations. For B1-level learners speaking is especially key. They need to talk about topics describe things they’ve done explain what they believe and handle situations in English. Still even students who know grammar and vocabulary can find speaking difficult. Some pause because they can’t find the words fast enough. Others worry about making grammar mistakes in front of their classmates. Many also have trouble keeping a conversation going answering surprise questions or saying their thoughts clearly. These problems can make them less likely to speak up and stop them from using English with confidence. Traditional English classes focus on grammar drills memorizing vocabulary and practicing fixed sentences. While these help build language knowledge they don’t always give students chances to speak freely. Real speaking ability isn’t, about knowing rules. It also means

having chances to use English to share information solve problems give opinions and reach goals through communication.

Task-Based Language Teaching (TBLT) is a method that centers learning around tasks. Of focusing on grammar and vocabulary students use English to do activities with clear results. For example they might plan a weekend trip compare ways to solve a problem organize a class event or talk about an issue. These tasks make students listen to each other share ideas suggest solutions and make group decisions together.

Ellis (2003) explains how task-based language teaching works. He says that activities which focus on meaning help learners grow their language skills. Goh and Liu (2024) look into how speaking skills develop and what kinds of speaking practicesre most helpful. They also talk about how teachers can learn from their teaching experiences. Hermoso-Gómez and others (2024) study how speaking skills are taught in second-language education. Lu and others (2025) check how task-based teaching is used in secondary school English classes. Pham (2025) looks at how task-based language teaching helps Vietnamese university students speak fluently. Tomita (2025) compares the Presentation–Practice–Production method with task-based teaching. Lin and others (2026) review research, on task-based teaching and how it supports speaking development. All these studies give background for talking about how meaningful tasks can help students improve speaking in different English as a Foreign Language settings.

This article wants to look at how Task-Based Language Teaching can help B1-level EFL learners improve their speaking. It considers what intermediate learners need to communicate. It also looks at how meaningful speaking activities can help and how teachers can plan lessons that build fluency encourage interaction and boost confidence. The article uses a literature review. That means it reads and looks at published studies to find ideas and see what they mean for actual classroom teaching.

B1 learners usually know English to talk about familiar topics. They often struggle when speaking without preparation. Their performance depends on how broad their vocabulary's how well they know grammar, how confident they feel what they’ve learned before and how much they’ve used English. Some students pause a lot because they translate from their language or try to make perfect sentences before speaking. Others repeat words use phrases over and over or stop talking because they can’t think of the words. These issues can stop students from sharing their ideas even if they understand the topic.

Another big problem is fear of making mistakes. Students might understand a question. Hesitate to answer because they worry about what classmates will think. This fear can make them avoid speaking and reduce their chances to practice. Students may also find it hard to interact. Even if they can express their thoughts they might not know how to reply to questions build on

what another student says ask for something to be repeated or disagree politely. So speaking lessons should help students improve both their personal language skills and their ability to communicate with others.

Task-Based Language Teaching can help with these problems by letting students talk with each other in pairs and small groups. Being with a partner might make things easier than talking in front of everyone. Topics that are clear directions can also help students focus on what they want to say. Teachers need to offer help before and during the activities. Good help might be lists of words starting phrases pictures to look at cards that show roles, example talks and time to get ready. These tools can help students take part without having to remember answers. At the time teachers need to know that B1 learners have different needs. Some students might speak easily. Make many grammar mistakes while others might speak correctly but stop a lot. Good teaching should let students get better at speaking speaking correctly saying words right using words well and talking with others.

When preparing speaking classes for B1 learners teachers should pick goals that match the situations students face every day in school and with friends. Students at this level need to talk about things they know describe things they have done say what they like explain why they think something and take part in talks by themselves. They should also work on offering ideas talking about things agreeing and disagreeing politely and asking questions. Phrases like "In my opinion " "I believe that " "Why don’t we…?" "We could… ". I see what you mean but…" can help students say what they want. Students should not just remember these phrases. They should use them in a way while doing real activities.

Negotiation is very helpful in learning how to talk with others. For example when organizing a trip students might not agree on where to go how to travel, what to do or how money to use. They must listen to each other explain their choices look at options and decide together. These kinds of activities make students use English for a reason. They also help students see that talking is, about responding to others not just saying words by themselves.

In the language-focus stage students look back at the language they used during the task. The teacher can point out mistakes show useful phrases and do short exercises to help students use language more accurately. For example if many students had trouble suggesting ideas the teacher can go over phrases like "Why don’t we…?" "We could…". How, about…?" If students keep making grammar or pronunciation errors those can be practiced in a way. Feedback should be helpful and not too heavy. Correcting every mistake during speaking can stop communication. Make students feel less confident. It’s also good for students to reflect on their speaking. They can think about whether they spoke listened to their partners used the right words and helped make the final decision.

Goh and Liu (2024) talk about how speaking skills grow and how teachers can look into their teaching. They point out problems with creating speaking environments in class. Pham (2025) studies how using Task-Based Language Teaching (TBLT) helps Vietnamese university students improve their speaking. These studies offer ideas for teaching speaking through tasks but we should remember that their results come from specific students and schools. That means we can’t just copy the results everywhere. Fluency is important. It shouldn’t come before accuracy. Students still need to work on grammar, vocabulary and pronunciation. When teachers give feedback after a speaking activity they can help students use language correctly without stopping the conversation flow.

Lu and their team in 2025 looked at how task-based teaching can be changed to fit exam-focused schools. Tomita in 2025 compared PPP and TBLT in speaking classes. Hermoso-Gómez and their team in 2024 talked about changes in teaching speaking skills for second-language learners. These studies offer ideas for thinking about how teaching methods can be adjusted to situations. The best method depends on what students need what the class wants to achieve and what the school is, like. So teachers should think about the students before choosing activities and deciding how language can help to give.

**Conclusion**

In conclusion Task Based Language Teaching offers a way to help B1 level EFL learners improve their speaking skills. When students take part in life activities they get a chance to share their thoughts give ideas talk things through agree or disagree fix problems and come to an understanding. These kinds of language functions are important, for students who need to use English in life school and social settings. The research shows that task based teaching can help students become fluent interactive and confident if the tasks have goals the right level of difficulty and enough support. Examples of activities include planning a weekend trip working through a problem arranging a group activity and talking about topics. These kinds of tasks create reasons for students to communicate. At the time teachers should give feedback and assist students in improving their grammar vocabulary and pronunciation. Task Based Language Teaching should not be seen as giving students a chance to speak without guidance. Instead it is a way to combine talking with learning.

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