



impact (positive or negative) and implications of using gamification in educational contexts there is a need for more research and empirical data” (Durelli, Reis, & Isotani, 2014).

Game-based learning in education is an approach to learning in which aspects of games are inherent in the learning activities that are used to teach pupils about a variety of topics. They are competitive and encourage pupils to interact with each other by using entertainment as a learning tool. This type of learning often involves materials and activities in which pupils are put on separate teams and they compete in adherence to specific rules or expectations. For example, a teacher might divide a class into two teams to stage a spelling competition where pupils are awarded points every time someone on each team spells a vocabulary word correctly. The teams can earn more points for more difficult words, and the team with the most points at the end of the class is declared the winner.

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DEVELOPING SPEAKING SKILLS APPLYING TASK-BASED LEARNING TO B1 LEVEL STUDENTS

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Abstract

By employing a mixed-methods approach that combines quantitative data from surveys with qualitative insights from interviews and observational data, researchers can gain a comprehensive understanding of learners' perceptions and experiences in developing their speaking abilities through task-based learning activities. This approach allows for capturing both the breadth and depth of learner experiences and can offer valuable insights for educators and curriculum developers.

Key words: TBLT, speaking, enhancing, improving, skills, activities, task, step

Introduction:

This paper explores the implementation of TBL in the context of B1 learners, examining its benefits and potential challenges. We will delve into the core principles of TBL, exploring how tasks are designed to foster interaction, collaboration, and problem-solving, ultimately leading to improved speaking proficiency. Additionally, we will discuss the role of the teacher in facilitating TBL activities, providing support and guidance while encouraging learner autonomy and self-reflection.

By analyzing practical examples and considering various learning styles, this paper aims to demonstrate the effectiveness of TBL in enhancing the speaking skills of B1 learners. We will also touch upon the importance of assessment within a TBL framework, highlighting how it contributes to learner progress and motivation.

Purpose: To explore learners' perceptions and experiences in developing their speaking abilities through task-based learning activities.

Find ways to enhance speaking skills with the help of task-based approach and find out solutions which researcher may come across in this process. Provide activities with students to improve their speaking skills.

Literature Review

A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative (D.Nunan, 2004).

TBLT has been known to raise merits. TBLT builds one's communicative competence . Moreover, TBLT is motivating to students and is less stressful.



Additionally, TBLT causes automatic language acquisition. Moreover, TBLT improves vocabulary retention. Additionally, TBLT prepares learners to communicative use the language items they get. Despite its merits, TBLT may cause some unfavourable situations. TBLT can create students who are not fit for the grammar-based examinations .Moreover, TBLT demotivates students expecting a more traditional language learning classroom (Bao. X 2012).

Task based learning is a learner-centered approach; it has primary focus on the task completion, uses analytical approach and specifies learners’ real-life communication needs. Furthermore, task based learning has an

outline as a set of activities used by the learner for a communicative purpose in order to achieve an outcome (Willis. D 2007). Task based learning is an approach in teaching speaking, the teacher ask the students to perform tasks that resemble authentic, “real-life” situations (Lemmolo, 2019).

In Task-Based Learning, there are three framework (Willis. D 2007). It involves pre-task stage, task cycle stage and language focus stage.

According to Richards and Rogers, Task-Based Language Learning strategy focuses on communication through task completion. Students get engaged with a task they are truly interested in, and they aim to carry it out only using the target language and its taught elements. In other words, in the topic of recycling for instance, that is being taught for a couple of weeks, students are engaged in various tasks that could eventually lead to a presentation project, using the authentic language learned and the necessary tools, such as the internet (D.Kattabaeva 2023)

Methodology

- Research Design:
 - Choose a quantitative approach based on the research questions and objectives.
- Participants:
 - Define the target population, including B1 level students, and outline the criteria for participant selection.



- Data Collection:

- Describe the methods for collecting data, such as classroom observations, student performance assessments, surveys, and interviews.

- Data Analysis:

- Detail the approach for analyzing the collected data and extracting meaningful insights relevant to the research questions.

5. Implementation of Task-Based Learning

- Develop a plan for the implementation of task-based learning activities to enhance speaking skills for B1 level students.

- Outline the specific tasks or activities to be used, considering authenticity, meaning-focused communication, learner autonomy, collaboration, and task complexity.

- Determine the duration of the implementation phase and the frequency of speaking activities within the curriculum.

6. Evaluation and Assessment

- Establish criteria for evaluating students' speaking skills before, during, and after the implementation of task-based learning activities.

- Identify assessment tools and rubrics to measure speaking proficiency, fluency, accuracy, and complexity of language use.

- Consider the role of self-assessment, peer feedback, and teacher assessment in the evaluation process.

7. Ethical Considerations

- Address ethical considerations related to participant consent, confidentiality, and data privacy.

- Ensure that the research adheres to ethical standards and guidelines in educational research.

8. Timeline

- Develop a timeline for the various stages of the study, including the research design, data collection, analysis, and reporting of findings.



9. Conclusion

- Summarize the key components of the research plan and restate the significance of the study.
- Highlight the anticipated contributions of the study to the field of language education and the implications for practical teaching strategies.

By following this research plan, the study aims to investigate the effectiveness of task-based learning in enhancing speaking skills for B1 level students, contributing to the ongoing discourse on language education and pedagogical strategies for promoting oral proficiency.

Results and Discussion:

This research includes 5 steps in order to enhance and evaluate students' speaking skills.

Step 1 is a survey to gain more information about TBLT with teachers and there are 9 teachers with giving 3 kind of questions. In the first question 65% of teacher consider that evaluating student's speaking level is so significant during the lesson while 25% of them find it out no more important than other skills. However, 10% of teachers think that it has no tendency to evaluate them. In the second question, TBLT is considered that would be more beneficial for students to boost their speaking with its high 45%, whereas its 25% prefer traditional teaching speaking. 30% of teachers prefer to choose teaching TBLT according to the condition of the lesson. In the third question type teachers give options according to positives of TBLT for students speaking. 75% of teachers find that TBLT has benefits for students to overcome their hesitation during the lesson, while a quarter of them prefer to it has no use for students, and only a mere 5% of them consider that TBLT can not help students in any case.

Step 2 is a Pre-test to check student's speaking skills according to assessment criteria before teaching TBLT. In this step involves 15 students. There is a significant variation in the distribution of speaking skills among the students. Some, like Sanjar and Ulug'bek, demonstrate higher fluency, while others like Nodir, Mushtariy, and Rayyona excel in grammar. Vocabulary strength is prominent in Zahro, Asal, Sayyora,



and Shaxzoda. This diversity highlights the need for personalized learning approaches to address individual strengths and weaknesses. Although several students show strong grammar knowledge (Nodir, Mushtariy, Rayyona, Shaxzoda), their fluency scores remain relatively low. This could indicate a gap between knowing grammar rules and applying them effectively in spoken communication. TBL activities can bridge this gap by providing context and encouraging practical use of grammar structures. A group of students demonstrate a strong vocabulary base (Zahro, Asal, Sayyora, Shaxzoda). This can be leveraged to further enhance their speaking skills by focusing on vocabulary usage in different contexts and for specific purposes.

Step 3 is various types of tasks and activities based on TBLT such as stroytelling, role-plays, debates, language games, and others. This teaching process takes 2 weeks in order to teach TBLT to students.

Step 4 is Pro-test to compare with Pre-test results of their speaking level.

Overall Trends:

- * Fluency Still a Challenge: Similar to the previous data set, fluency remains a common area for development, with most students scoring below 35%. This emphasizes the need for continued focus on activities that promote spontaneous speaking and reduce hesitation.

- * Grammar Knowledge Remains Strong: A significant number of students continue to display strong grammar knowledge, particularly Nodir, Mushtariy, Rayyona, and Nuriddin. However, translating this knowledge into fluent speaking remains a challenge, highlighting the need for practical application through TBL.

- * Vocabulary Scores Improve: We observe a slight improvement in vocabulary scores across the board, indicating potential progress in this area. However, there's still room for development, especially in applying vocabulary effectively within spoken communication.

Individual Differences and TBL Approaches:

- * Students with Lower Fluency (e.g., Nodir, Rayyona):



* Task Focus: Role-playing, simulations, debates, and storytelling activities can help these students practice speaking in a more spontaneous and natural way.

* Additional Support: Encourage participation in pair or group activities to build confidence and reduce anxiety. Provide constructive feedback and highlight progress to maintain motivation.

* Students with Higher Grammar Knowledge but Lower Fluency (e.g., Mushtariy, Nuriddin):

* Task Focus: Problem-solving tasks, collaborative projects, and discussions on current events can provide opportunities to apply grammar knowledge in context.

* Additional Support: Focus on activities that require spontaneous responses and quick thinking, such as impromptu speeches or quick debates. Encourage self-reflection on grammar usage during speaking activities.

* Students with Strong Vocabulary (e.g., Zahro, Asal, Sayyora):

* Task Focus: Debates, presentations, and discussions on complex topics can challenge these students to utilize their vocabulary effectively and explore nuances in meaning.

* Additional Support: Encourage the use of synonyms and antonyms to diversify their language. Introduce tasks that require explanation and description to further enhance vocabulary application.

Final Reflection:

Reflecting on the application of task-based learning to develop speaking skills in B1 level students, it is evident that this approach can be highly effective in fostering significant improvements in their ability to communicate in English. One of the key benefits of task-based learning is its focus on real-life communication. By engaging students in meaningful and authentic tasks, such as role-plays, problem-solving activities, and discussions related to practical scenarios, students are provided with opportunities to use language in a purposeful manner. This not only enhances their speaking skills but also fosters their confidence in using English for communication. Additionally, task-based learning encourages active participation and collaboration



among students. Through working together to accomplish tasks, students are motivated to engage in conversations and express their ideas, which contributes to the development of their speaking abilities. Furthermore, task-based learning allows for personalized learning experiences. The tasks can be tailored to the interests and needs of the students, which increases their engagement and investment in the language learning process.

However, it is important to note that effective implementation of task-based learning requires careful planning and consideration of task design, materials, and scaffolding to support students as they engage in communicative activities. Overall, reflecting on the application of task-based learning to develop speaking skills in B1 level students demonstrates its effectiveness in promoting meaningful language use and fostering tangible improvements in their ability to communicate effectively in English.

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FUNDAMENTALS OF TIME PERCEPTION

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Abstract

Comprehending the foundations of time perception is essential in many disciplines, ranging from neuroscience to psychology and beyond. This essay investigates complex relationship between time perception and the environment, cognitive functions, and brain mechanisms that impact how we perceive time. This abstract gives thorough summary of how people perceive interpret and use time in their daily lives by looking at theories like scalar timing, attentional gating, and the role of emotions. The significance of more investigation in this fascinating field of inquiry is further highlighted by the discussion of future research possibilities and practical ramifications.