

ENHANCING SPEAKING PROFICIENCY OF B1-LEVEL LEARNERS IN SECOND LANGUAGE ACQUISITION: STRATEGIES, INTERVENTIONS, AND PEDAGOGICAL IMPLICATION

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Abstract. Speaking is widely recognized as one of the most challenging skills in second language acquisition (SLA). While learners at the B1 level have reached an intermediate stage of competence, they often struggle with fluency, accuracy, and confidence. This research aims to explore effective pedagogical and technological interventions to improve B1 learners' speaking performance. The study will employ a mixed-methods approach, comparing traditional instruction with communicative, task-based, and technology-supported strategies. Pre- and post-test speaking assessments, classroom observations, learner reflections, and teacher feedback will be used to evaluate effectiveness. The outcomes are expected to contribute to SLA theory and provide actionable guidelines for educators and curriculum designers.

Introduction / Background. The ability to speak in a second language is a fundamental aspect of communicative competence. For learners at the B1 level (CEFR), this stage represents a critical transition from basic communication to more independent use of the language. Despite reaching an intermediate level, many B1 learners face the "intermediate plateau", where progress in speaking stagnates. This research investigates effective interventions to overcome these barriers. B1 learners often struggle with fluency, accuracy, vocabulary range, and confidence. Existing teaching practices do not adequately address these issues, leaving many learners stuck at the intermediate plateau. This study addresses this research gap by testing innovative interventions

1. Analyze key difficulties faced by B1 learners in speaking.
2. Assess communicative and task-based strategies.
3. Evaluate role of technology.
4. Compare traditional, communicative, and tech-supported methods.
5. Provide pedagogical recommendations.

1. What are the main barriers to oral proficiency for B1 learners?
2. How do communicative and task-based activities affect learners' fluency and accuracy?
3. To what extent can technology-supported interventions improve speaking proficiency?
4. Which approach is most effective for B1 learners?

Speaking in SLA: Speaking requires integrating vocabulary, grammar, and interaction skills (

Bygate, 2010). - CLT: Emphasizes communication and interaction (Littlewood, 2014). - TBLT: Uses real-life tasks to enhance learning (Ellis, 2017). - Theories: Krashen's Input Hypothesis, Swain's Output Hypothesis, Vygotsky's Sociocultural Theory. - Technology: CALL and AI-based tools enhance practice opportunities (Chapelle, 2001; Godwin-Jones, 2021). Research gap: Few studies target intermediate (B1) learners specifically. Theoretical Framework. This study combines CLT, TBLT, Input Hypothesis, Output Hypothesis, and Sociocultural Theory to guide its interventions and analysis. Design: Mixed-method quasi-experimental. - Participants: 60–80 B1 learners aged 16–25. Groups: Control (traditional),

Experimental 1 (CLT/TBLT), Experimental 2 (technology-supported). Instruments: Pre/post speaking tests, questionnaires, journals, teacher observations. - Data Analysis: ANOVA, t-tests, thematic coding.

Communicative and task-based methods improve fluency. - Technology boosts confidence and practice. - Best results achieved by combining classroom and technology. - Learners' motivation and self-perception expected to increase. The study fills a research gap on B1 learners, testing interventions that combine theory and practice. It provides guidelines for teachers, contributes to SLA literature, and informs curriculum design.

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