

THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING IN DEVELOPING SPEAKING SKILLS

Khajieva Mukhlisa Saidjon kizi

Faculty of English Philology, Teacher
Uzbekistan State World Languages University

Email: m.xajiyeva@uzswlu.uz

Annotatsiya: Mazkur maqolada vazifaga asoslangan til o'qitish (TBLT) metodining talabalarning og'zaki nutq ko'nikmalarini rivojlantirishdagi samaradorligi tahlil qilinadi. Ushbu metodning afzalliklari va amaliy qo'llanilishi ko'rib chiqiladi.

Kalit so'zlar: *TBLT, speaking skills, kommunikativ yondashuv, interaktiv metodlar, EFL.*

Аннотация: В статье анализируется эффективность метода обучения на основе заданий (TBLT) в развитии устной речи студентов. Рассматриваются преимущества данного подхода и его практическое применение.

Ключевые слова: *TBLT, устная речь, обучение, коммуникация, EFL.*

Abstract: This article examines the effectiveness of Task-Based Language Teaching (TBLT) in developing speaking skills among EFL learners. It highlights the benefits of task-based approaches and suggests practical strategies for classroom implementation.

Key words: *TBLT, speaking skills, communication, EFL, methodology.*

Introduction

In modern language education, developing speaking skills is considered one of the most important goals. English learners often struggle to communicate fluently despite having sufficient knowledge of grammar and vocabulary. Traditional teaching methods, which focus mainly on memorization and form, are often ineffective in developing communicative competence.

Task-Based Language Teaching (TBLT) has emerged as an effective approach that emphasizes meaningful communication and real-life language use. In Uzbekistan, where English is taught as a foreign language, there is a growing need for innovative teaching methods that improve students' speaking abilities.

The aim of this study is to analyze the effectiveness of TBLT in developing speaking skills among students. The objectives include identifying the benefits of TBLT, examining its impact on learners' fluency and confidence, and suggesting practical strategies for its implementation.

Task-Based Language Teaching is a learner-centered approach that focuses on completing meaningful tasks using the target language. A task is defined as an activity in which students use language to achieve a specific goal, such as solving a problem, discussing a topic, or completing a project.

One of the key advantages of TBLT is that it promotes active student participation. Instead of passively listening to the teacher, students engage in communication and use the language in realistic contexts. This helps them develop fluency and confidence.

TBLT also encourages interaction among students. Group work and pair work activities allow learners to practice speaking in a supportive environment. For example, tasks such as role-plays, discussions, and problem-solving activities provide opportunities for meaningful communication.

Another important benefit is that TBLT integrates language skills. While focusing on speaking, students also develop listening, vocabulary, and grammar skills naturally. This holistic approach improves overall language competence.

However, implementing TBLT may present certain challenges. Teachers need to carefully design tasks that are appropriate for students' levels and interests. Time management can also be an issue, as task-based activities require more time than traditional exercises.

Literature Review and Methodology

Previous studies have shown that TBLT is an effective approach in language learning. Researchers emphasize that task-based activities improve learners' communicative competence and motivation [1]. It is also noted that TBLT provides opportunities for authentic language use [2].

According to Willis [3], TBLT consists of three main stages: pre-task, task cycle, and language focus. This structure helps students prepare for communication, perform tasks, and reflect on language use.

This study adopts a qualitative approach. Data were collected through classroom observation and analysis of students' speaking performance. The participants were university students learning English as a foreign language.

During the study, students participated in various task-based activities such as role-plays, group discussions, and problem-solving tasks. Their performance was evaluated based on fluency, accuracy, and confidence.

Discussion

The findings suggest that TBLT has a positive impact on students' speaking skills. Students became more confident and willing to express their ideas. The use of meaningful tasks reduced anxiety and encouraged participation.

One important observation is that students focused more on communication than on grammatical accuracy. While this may lead to some errors, it helps develop fluency, which is essential for real-life communication.

The role of the teacher also changes in TBLT. Instead of being the main source of knowledge, the teacher acts as a facilitator who guides and supports students during tasks.

However, successful implementation of TBLT requires proper planning. Teachers need to select relevant topics and create tasks that reflect real-life situations. They should also provide feedback to help students improve their language use.

Results

The results of the study show that TBLT significantly improves students' speaking skills. Students who participated in task-based activities demonstrated higher levels of fluency and confidence compared to traditional methods.

It was also found that students were more motivated and actively involved in the learning process. Interactive tasks created a positive learning environment and encouraged collaboration.

Furthermore, students improved their ability to use vocabulary and express ideas clearly. Although some grammatical errors remained, overall communication skills improved.

Conclusion

In conclusion, Task-Based Language Teaching is an effective method for developing speaking skills in EFL classrooms. It promotes active learning, enhances communication, and increases student motivation. Teachers should incorporate task-based activities into their lessons to improve students' speaking abilities. By creating meaningful and interactive learning environments, educators can help students become confident and competent speakers.

REFERENCES

1. Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.
2. Erkinovna, O. P., & Nilufar, Q. (2024). THE SIGNIFICANCE OF VOCABULARY TEACHING. *TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR*, 1(1), 283-285.
3. Harmer, J. (2007). How to teach English. Pearson Education.
4. Nunan, D. (2004). Task-based language teaching. Cambridge University Press.
5. Nilufar, Q. (2025). INTERNET TILI VA RAQAMLI KOMMUNIKATSIYADA YANGI JANR SHAKLLARINING LINGVOPRAGMATIK XUSUSIYATLARI. *Taraqqiyot Spektri*, 1(3), 23-24.
6. Skehan, P. (1998). A cognitive approach to language learning. Oxford University Press.
7. Willis, J. (1996). A framework for task-based learning. Longman.
8. Qiyomidinova Nilufar Qahramon Qizi (2025). THE PSYCHOLINGUISTIC MECHANISMS OF SOCIAL MEDIA LANGUAGE: A COMPARATIVE STUDY OF ENGLISH AND UZBEK. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 5 (12), 126-130. doi: 10.5281/zenodo.17951393
9. Qiyomidinova, N. (2025). Ijtimoiy tarmoqlarning hayotimizdagi o'rni. *The Lingua Spectrum*, 2(1), 530-536.