

THE IMPACT OF TASK BASED LEARNING ON STUDENTS' SPEAKING SKILLS

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Abstract: The effect of Task-Based Learning (TBL) on students' speaking abilities in EFL classes is examined in this paper. TBL stresses effective interaction via actual assignments, in contrast with typical grammar-focused training. According to the study, TBL increases communicating abilities, lowers anxiety, and promotes the ease of speaking. Students get confidence and real-world speaking expertise by participating in engaging group activities. All things considered, task-based learning is a successful method for improving oral proficiency.

Keywords: Task-Based Learning (TBL), speaking skills communicative, competence, fluency development, speaking anxiety, EFL classroom, meaningful communication, language acquisition.

Introduction. Learners in many English as a Foreign Language (EFL) schools spend years learning terms and grammatical standards, but they still struggle to communicate clearly. Speaking is frequently seen as the most difficult language skill since it needs quick thinking, prompt responses, social interaction, and self-assurance. Students' ability to use English spontaneously in everyday circumstances may be limited by conventional instructor-centered strategies, which typically place more emphasis on grammar precision than on actual interaction. Task-Based Learning (TBL) has become a viable method to tackle these sorts of problems. Instead than focusing on solo grammar application, TBL stresses meaningful communication through real-life tasks [1][3]. Students engage in intentional activities that call for collaboration, problem-solving, and indicating negotiations rather than beginning with rules. This essay makes the case that task-based learning greatly enhances students' speaking abilities by fostering communicative competence, reducing anxiety, and increasing fluency.

Literature Review and Methodology. Task-Based Learning developed from Communicative Language Teaching (CLT), which views communication as the central goal of language education [6]. It is also supported by research in Second Language Acquisition, which shows that language develops more effectively when learners engage in meaningful interaction and receive comprehensible input [1]. According to Ellis [1], a task is an activity where language is used as a tool to achieve a specific outcome rather than to practice a grammatical structure. Nunan [3] and Willis [5] also highlight that tasks should reflect authentic language use and encourage learners to focus on meaning first. In a typical TBL lesson, there are three main stages: the pre-task phase, the task cycle, and the language focus stage [5]. During the pre-task phase, the teacher introduces the topic and prepares learners. In the task cycle, students work in pairs or groups to complete the task using the target language. Finally, in the language focus stage, learners analyze the language used and receive feedback. Unlike traditional

lessons, grammar is discussed after communication has taken place, allowing students to prioritize meaning before form [4].

Discussion. One of the main strengths of Task-Based Learning is its positive influence on speaking fluency. When learners perform tasks, they concentrate on expressing ideas rather than producing grammatically perfect sentences. This helps them speak more naturally and spontaneously. Regular participation in communicative tasks supports the development of automaticity, meaning students can access and produce language more quickly and confidently [4]. In addition, TBL increases students' speaking time, since learners actively exchange ideas, clarify misunderstandings, and collaborate with peers instead of listening passively to the teacher. Another important benefit of TBL is the reduction of speaking anxiety. Many EFL learners feel nervous when speaking in front of others, especially in classrooms where mistakes are corrected immediately. Task-based activities, usually completed in pairs or small groups, create a supportive atmosphere and reduce pressure. When errors are treated as a natural part of learning, students become more willing to take risks and participate actively. As their confidence grows, their willingness to communicate also increases [2]. Furthermore, Task-Based Learning promotes the development of communicative competence. Hymes [2] introduced the concept of communicative competence, which involves not only grammatical knowledge but also the ability to use language appropriately in different social contexts. Through authentic tasks such as role-plays, interviews, or problem-solving discussions, learners practice functional language, turn-taking strategies, and negotiation skills. Canale and Swain [6] also emphasize that communicative competence includes grammatical, sociolinguistic, and strategic components, all of which can be developed through task-based interaction. However, TBL also presents certain challenges. In large classes, monitoring all groups and providing individual feedback may be difficult. In addition, creating effective tasks requires careful preparation and professional skill. Sometimes students may rely too much on their native language during group work. These challenges can be reduced through clear instructions, strong classroom management, and reflective teaching practices.

Conclusion. In conclusion, Task-Based Learning is a highly effective approach for improving students' speaking skills in EFL contexts. By focusing on meaningful communication, increasing active participation, reducing anxiety, and strengthening communicative competence, TBL addresses many weaknesses of traditional grammar-focused instruction. Although some practical difficulties may arise, the advantages of Task-Based Learning clearly outweigh its limitations. For this reason, TBL should be considered an important learner-centered method in modern language classrooms at both secondary and tertiary levels.

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