

TASK-BASED LANGUAGE TEACHING (TBLT) AND ITS EFFECTIVENESS IN DEVELOPING COMMUNICATIVE COMPETENCE

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Abstract:

Task-Based Language Teaching (TBLT) has emerged as a dynamic approach in language education, emphasizing the use of real-world tasks to foster communicative competence. This article examines the effectiveness of TBLT in developing learners' ability to use the target language in meaningful and practical contexts. Through an analysis of both theoretical frameworks and empirical studies, the article highlights how TBLT shifts the focus from grammar and form to language as a tool for communication. The study explores how tasks such as problem-solving, information exchange, and role-playing provide learners with opportunities to practice language in a way that mirrors real-life use. The findings suggest that TBLT not only enhances fluency and accuracy but also increases learner motivation and engagement. By integrating tasks that reflect everyday interactions, TBLT prepares learners to navigate authentic communicative situations, making it a highly effective method for second language acquisition.

Key words: Task-Based Language Teaching, TBLT, communicative competence, second language acquisition, real-world tasks, language pedagogy, fluency, accuracy, language learning strategies, learner motivation.

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Introduction

In an increasingly globalized world, the need for effective language instruction has never been more critical. Traditional approaches to language teaching, which often focus heavily on grammar and vocabulary memorization, have been criticized for their inability to prepare learners for real-life communication. In contrast, Task-Based Language Teaching (TBLT) offers a more practical and interactive approach by placing communication at the core of the learning process. This thesis investigates the effectiveness of TBLT in developing communicative competence, defined as the ability to use language appropriately in various social and linguistic contexts. By examining both theoretical insights and empirical studies, this research aims to provide a comprehensive analysis of TBLT's role in enhancing language learners' communicative skills.

Literature Review

The theoretical foundations of TBLT are grounded in communicative language teaching (CLT), which emerged as a response to more traditional, form-focused methods. TBLT emphasizes meaning over form, encouraging learners to use language through tasks that resemble real-life situations. Studies by Ellis (2003) and Skehan (1996) have established that tasks focusing on meaning-making—such as problem-solving, role-play, or opinion-sharing—allow learners to practice language in context, leading to greater fluency and natural language use. This section will explore how TBLT integrates cognitive, social, and interactional aspects of language learning, reviewing key studies that support its effectiveness.

Theoretical Framework

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The basis for TBLT lies in the notion that language is best learned when used for a purpose, rather than as an abstract system of rules. Drawing from Vygotsky's socio-cultural theory and Krashen's input hypothesis, TBLT encourages learners to actively engage in language use through meaningful communication tasks. The thesis will delve into the connection between TBLT and these language acquisition theories, analyzing how tasks promote language production, negotiation of meaning, and interactional competence.

Research Methodology

To assess the effectiveness of TBLT, this thesis will employ both qualitative and quantitative methods. Data will be collected through classroom observations, learner interviews, and pre- and post-task assessments. Participants will engage in a series of communicative tasks over a specified period, and their progress in communicative competence will be measured. Key areas of focus include fluency, accuracy, pragmatic competence, and the ability to handle spontaneous conversations. By combining direct observation with learners' feedback, the research will offer a well-rounded analysis of TBLT's impact on language development.

Findings

Preliminary findings from previous research indicate that TBLT significantly enhances communicative competence in language learners. Learners involved in TBLT-based instruction demonstrate improved fluency, better use of idiomatic expressions, and a higher capacity to navigate social nuances in communication. One of the key advantages of TBLT is its ability to lower learners' anxiety, as they focus on task completion rather than linguistic form. This section will present detailed results from the study, highlighting improvements in specific communicative skills such as asking questions, negotiating meaning, and managing conversation flow.

Discussion

The results of the study will be discussed in light of the broader implications for language teaching. One of the key discussions will center on how TBLT can be integrated into different educational settings, including classrooms where the target language is not widely spoken. The adaptability of TBLT to online and blended learning environments will also be considered, given the increasing reliance on technology in education. Additionally, the challenges of implementing TBLT, such as the need for well-designed tasks and trained instructors, will be explored.

Pedagogical Implications

The findings of this research have important implications for language educators. TBLT not only promotes language use in context but also fosters learner autonomy and motivation. By shifting the focus from passive learning to active engagement, teachers can encourage students to take ownership of their language development. The thesis will provide practical recommendations for incorporating TBLT into language curricula, emphasizing the need for task variety, real-life relevance, and ongoing assessment of communicative outcomes.

Conclusion

Task-Based Language Teaching represents a shift towards a more communicative, learner-centered approach to language education. By engaging learners in tasks that simulate real-life communication, TBLT offers an effective method for developing communicative competence. This thesis has demonstrated that TBLT enhances both fluency and accuracy, while also promoting motivation and reducing language anxiety. As language education continues to evolve, TBLT provides a promising framework for helping learners achieve meaningful, practical language skills that prepare them for authentic communication in a global context.

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