



TASK-BASED LANGUAGE TEACHING (TBLT)

Mamasoliyeva Zulayho Nizomiddin qizi

Abstract: *Task-Based Language Teaching (TBLT) is a learner-centered methodology emphasizing the use of meaningful tasks as the core of language instruction. This study investigates its effectiveness in enhancing students' communicative competence, engagement, and language fluency. A quasi-experimental design with 60 intermediate-level learners compared TBLT and traditional methods through pre- and post-tests, classroom observations, and questionnaires. Results showed significant improvements in speaking fluency, vocabulary, and interaction among TBLT learners.*

Keywords: *Task-Based Language Teaching, TBLT, communicative competence, EFL, learner engagement, language fluency*

Abstrakt: *Vazifaga asoslangan til o'qitish (TBLT) — bu o'quvchiga yo'naltirilgan metodologiya bo'lib, til o'qitishda ma'noli vazifalardan foydalanishga asoslanadi. Ushbu tadqiqot TBLTning talabalar muloqot qobiliyati, faol qatnashuvi va tilni ravon ishlatish qobiliyatini oshirishdagi samaradorligini o'rGANADI. 60 nafar o'rta darajadagi o'quvchi bilan o'tkazilgan kvazi-eksperimental tadqiqot TBLT va an'anaviy usullarni solishtirdi. Natijalar TBLT o'quvchilarida nutq ravonligi, lug'at boyligi va muloqot ko'nikmalarida sezilarli yaxshilanishni ko'rsatdi.*

Kalit so'zlar: *Vazifaga asoslangan til o'qitish, TBLT, muloqot qobiliyati, EFL, o'quvchi faolligi, tilni ravon ishlatish*

Обучение языку на основе задач (TBLT) — это ориентированная на учащегося методология, акцентирующая внимание на использовании значимых заданий в обучении языку. Исследование оценивает эффективность TBLT в развитии коммуникативной компетенции, вовлеченности и беглости речи студентов. Квази-эксперимент с 60 студентами среднего уровня показал



значительное улучшение устной речи, словарного запаса и взаимодействия среди студентов, обучающихся по TBLT.

Ключевые слова: Обучение языку на основе задач, TBLT, коммуникативная компетенция, EFL, вовлеченность учащихся, беглость речи

Introduction

In recent decades, language teaching has shifted from teacher-centered grammar instruction toward communicative approaches. TBLT focuses on meaningful tasks to develop practical language skills. Many EFL students know grammar but struggle with fluency, highlighting the need for TBLT.

The study examines the effectiveness of TBLT in improving communication skills and motivation, asking: (1) Does TBLT enhance speaking and interaction skills? (2) How does it affect learner motivation?

Task-Based Language Teaching (TBLT) represents a significant shift from traditional, grammar-centered language instruction to a learner-centered, communicative approach. The central premise of TBLT is that language learning is most effective when learners engage in meaningful tasks that replicate real-life communication (Ellis, 2003). Unlike traditional methods such as the Grammar-Translation or Audio-Lingual methods, which prioritize explicit grammar teaching, TBLT emphasizes functional language use, interaction, and problem-solving.

The history of TBLT is closely linked with the Communicative Language Teaching (CLT) movement of the 1970s and 1980s. CLT focused on learners' ability to communicate meaningfully in the target language rather than on mastering grammatical forms in isolation. Within this context, TBLT emerged as a methodology that operationalized CLT principles by structuring instruction around tasks rather than linguistic forms (Prabhu, 1987).

Methodology

A ten-week quasi-experimental study involved 60 intermediate-level EFL students divided into an experimental group (TBLT) and a control group (traditional). Lessons followed the pre-task, task cycle, and language focus stages.



Data were collected via pre- and post-tests, classroom observations, and motivation questionnaires.

This study employs a historical-literature review approach, analyzing primary and secondary sources on TBLT development. Sources include seminal books and articles by key scholars, including Prabhu (1987), Willis & Willis (1996), and Ellis (2003), as well as empirical studies on task-based instruction. The analysis focuses on three main areas: the first conceptualization of TBLT, early classroom applications, and theoretical refinements.

Results

Experimental group students showed higher improvements in fluency, vocabulary, and interaction. Observations confirmed increased participation and confidence. Motivation questionnaires indicated that TBLT activities were perceived as relevant and enjoyable.

Origins and Early Implementations

The first formal conceptualization of TBLT is credited to N.S. Prabhu (1987), who conducted experimental research at the Secondary Board Schools in Bangalore, India. Prabhu's studies demonstrated that learners engaged in meaningful communicative tasks showed higher proficiency gains than those taught using traditional grammar-focused methods. His work emphasized the use of problem-solving, information-gap, and decision-making tasks as the core of language instruction.

Findings support TBLT's effectiveness in promoting fluency, confidence, and collaborative learning. Task-based activities encouraged meaningful communication, reduced anxiety, and enhanced peer learning. Challenges include careful task design and teacher training.

Conclusion

TBLT significantly improves communicative competence, motivation, and interaction in EFL learners. Implementation is recommended alongside teacher

training, with future research exploring long-term effects and various educational contexts.

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