ADVANTAGES AND DISADVANTAGES OF TASK-BASED LANGUAGE LEARNING APPROACH

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Abstract: Task-Based Language Learning (TBLL) has become an influential and widely respected approach in modern language education. This approach shifts the emphasis from direct instruction of grammar and vocabulary to meaningful use of language through tasks. By doing this, TBLL aligns language instruction with authentic communication needs, aiming to prepare learners for real-life situations where language serves as a tool for achieving particular outcomes. Task-Based Language Learning has been extensively discussed in educational literature, and its principles are adopted in both formal and informal learning environments. Throughout its development, it has generated enthusiasm as well as critiques among educators and scholars.

Key words: task-based language learning, communicative competence, authentic tasks, learner autonomy, teacher role, fluency, accuracy, classroom management, assessment challenges, instructional resources.

Аннотация: Обучение языку на основе заданий (TBLL) стало влиятельным и широко признанным подходом в современном преподавании языков. Этот подход смещает акцент с прямого обучения грамматике и лексике на осмысленное использование языка посредством заданий. Таким образом, TBLL адаптирует преподавание языка к реальным коммуникативным потребностям и направлен на подготовку учащихся к реальным жизненным ситуациям, где язык служит средством достижения конкретных результатов. Обучение языку на основе заданий

широко обсуждалось в педагогической литературе, и его принципы были приняты в формальных и неформальных образовательных учреждениях. На протяжении всего своего развития оно вызывало как энтузиазм, так и критику среди педагогов и ученых.

Ключевые слова: *обучение языку на основе заданий, коммуникативная компетентность, аутентичные задания, автономия учащегося, роль учителя, беглость речи, точность, управление классом, вопросы оценки, учебные ресурсы.*

Annotatsiya: *Vazifaga asoslangan tilni o'rganish (TBLL) zamonaviy til ta'limida ta'sirchan va keng hurmatga sazovor yondashuvga aylandi. Ushbu yondashuv asosiy e'tiborni grammatika va lug'atni to'g'ridan-to'g'ri o'qitishdan topshiriqlar orqali tildan mazmunli foydalanishga o'tkazadi. Shunday qilib, TBLL tilni o'qitishni haqiqiy muloqot ehtiyojlariga moslashtiradi va o'quvchilarni til muayyan natijalarga erishish uchun vosita bo'lib xizmat qiladigan real hayot sharoitlariga tayyorlashga qaratilgan. Vazifaga asoslangan tilni o'rganish o'quv adabiyotlarida keng muhokama qilingan va uning tamoyillari rasmiy va norasmiy ta'lim muhitida qabul qilingan. U butun rivojlanishi davomida pedagoglar va olimlar orasida g'ayrat va tanqidlarni keltirib chiqardi.*

Kalit so'zlar: *vazifaga asoslangan til o'rganish, kommunikativ kompetentsiya, haqiqiy vazifalar, o'quvchilarning avtonomiyasi, o'qituvchining roli, ravonlik, aniqlik, sinfni boshqarish, baholash muammolari, o'quv resurslari.*

INTRODUCTION

The main philosophy underlying Task-Based Language Learning is that language is best learned when it is used to achieve communicative purposes. Learners engage in authentic, goal-oriented activities, using language to solve problems, share information, or complete projects. During these tasks, learners are exposed to both input and output, facilitating a dynamic cycle of understanding and producing language. This is believed to mimic natural language acquisition processes and foster deeper cognitive engagement, as

learners are challenged to mobilize their linguistic resources spontaneously. Among the noted advantages of the Task-Based Language Learning approach is its strong foundation in communicative competence. TBLL encourages learners to interact meaningfully, moving beyond rote memorization or passive reception of knowledge. The tasks are designed to be relevant to everyday needs and to the learners' specific contexts, which increases motivation and engagement. Language learning becomes an active, dynamic process, making it possible for learners to develop not only accuracy but also fluency. The contextual nature of tasks provides opportunities to practice and reinforce vocabulary, functional expressions, and grammatical structures in ways that feel natural and purposeful.

MATERIALS AND METHODS

Another significant benefit attributed to the TBLL approach lies in its learner-centeredness. The structure of tasks provides opportunities for differentiation, allowing learners to participate according to their individual proficiency levels, learning styles, and interests. The approach recognizes the diversity of learners and creates a supportive environment for collaboration and interaction. In turn, this can foster a sense of responsibility and autonomy, as learners are actively involved in the learning process from start to finish. Teachers act as facilitators, guiding and monitoring progress, but the primary responsibility for using language shifts to the learners. The flexibility of TBLL is also notable. Tasks can range from simple exchanges of information to complex problem-solving or project work involving higher-order thinking skills. In this way, TBLL can be adapted for various age groups, proficiency levels, and educational contexts. Educators can design tasks that reflect learners' lives and future aspirations, ensuring relevance and immediate applicability of language skills. This adaptability supports the integration of other teaching approaches and forms a link between language classes and broader educational goals, such as critical thinking and collaboration [1].

Moreover, Task-Based Language Learning is widely recognized for fostering authenticity in language use. Since many tasks simulate real-world situations, learners often perceive the learning process as valuable and meaningful. Authenticity also extends to materials and resources utilized during the tasks, which are frequently selected from real-life sources rather than contrived textbook examples. Learners thus develop familiarity with language as it is actually used, including elements like idiomatic expressions and cultural conventions [2].

Despite these considerable advantages, Task-Based Language Learning also carries certain limitations and challenges. One often-cited disadvantage is the potential lack of direct focus on formal accuracy, especially when fluency is prioritized during tasks. Learners might develop habits of communication characterized by fossilized errors if insufficient attention is paid to grammatical correctness and precise usage. This presents a challenge for both learners and instructors, who must find ways to balance fluency and accuracy without diminishing the communicative thrust of the approach.

RESULTS AND DISCUSSION

Another challenge is the demands placed on teachers. Effective implementation of TBLL requires teachers to have specialized skills in designing, managing, and assessing tasks. Not all teachers may be adequately prepared or experienced in creating motivating and level-appropriate tasks that fulfill pedagogical objectives. Planning and orchestrating TBLL lessons can be time-consuming and require considerable creativity and flexibility. Some teachers may find it difficult to monitor individual and group performance, provide timely feedback, and ensure equal participation, especially in larger or mixed-level classes. The success of this approach also heavily depends on the learners' willingness to participate actively and their previous educational experiences. In some contexts, learners who are accustomed to traditional forms of instruction may feel uncomfortable or frustrated with the open-ended and often unpredictable

nature of tasks. They may perceive the absence of explicit grammar instruction and error correction as a lack of rigor. This can lead to anxiety, disengagement, or ineffective learning if the transition to TBLL is not carefully managed and supported [3].

Assessment within TBLL contexts presents additional difficulties. Since tasks are often open-ended and involve both process and product, evaluating learner performance can be complex. Objective measurement of language proficiency may be harder to standardize compared to traditional testing formats. Teachers need robust criteria and tools to assess both the collaborative and individual aspects of task performance, including both communicative effectiveness and linguistic accuracy. This makes formative and summative assessment more challenging and may require supplementary training for educators. Resource limitations can also impact the effectiveness of TBLL. High-quality tasks often require a range of authentic materials, technological support, and access to diverse resources for research and presentation. Not all educational settings are equally equipped to support such requirements. Large classes, limited time, and restricted budgets may limit the feasibility of elaborated task design and implementation, potentially diminishing the benefits associated with the approach [4].

Classroom management is another area where TBLL may cause complications. Group-based activities can, if not managed properly, lead to off-task behavior, unequal participation, or challenges in maintaining a productive classroom environment. Teachers must develop strategies to ensure that all learners are engaged, contributions are valued, and objectives are achieved within the allotted time. Another consideration is the potential for tasks to inadvertently favor learners with particular strengths, such as higher communicative confidence or social skills. Those who are introverted, less confident, or anxious may participate less in group tasks, thereby missing out on valuable language practice. Teachers need to adopt inclusive strategies to ensure all learners benefit equally

from TBLL's opportunities. Furthermore, TBLL's reliance on real-life tasks may, in some contexts, clash with curriculum requirements or standardized assessments that emphasize grammatical knowledge and accuracy over communication. This misalignment can create tension for teachers who are under pressure to fulfill institutional benchmarks. It may also obscure the long-term value of TBLL for parents and administrators who are more familiar with conventional language teaching practices. Despite these challenges, TBLL continues to attract interest and endorsement, given its alignment with contemporary understandings of how languages are most effectively acquired. Many learners enjoy the active, participatory nature of tasks, while educators appreciate the sense of purpose and accomplishment that can result from them. TBLL's potential to foster both communicative competence and broader cognitive and social skills is widely acknowledged as a significant strength of the approach [5].

CONCLUSION

In conclusion, Task-Based Language Learning offers a powerful alternative to traditional approaches in language education. By emphasizing meaningful communication, learner involvement, and authentic context, TBLL can make the language learning process more dynamic, relevant, and effective. However, its successful implementation depends on careful task design, teacher preparation, ongoing assessment, and resource availability. Teachers must be ready to address challenges such as balancing fluency and accuracy, managing diverse participation, and adapting tasks for specific circumstances. When these conditions are met, TBLL can transform the language classroom into a vibrant space where learners genuinely use language to achieve goals, preparing them not only for academic success but for real-world communication.

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