



TASK-BASED LANGUAGE TEACHING (TBLT) FOR FOSTERING SPEAKING FLUENCY

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Abstract: *Task-Based Language Teaching (TBLT) has been acknowledged as an efficacious method to improve speaking fluency among English learners. This study examines the theoretical underpinnings and practical implementations of Task-Based Language Teaching (TBLT) in enhancing oral proficiency. The research shows that interactive, communicative tasks encourage students to speak confidently and use language spontaneously by looking at different types of tasks, how they are designed, and how they are used in the classroom. The study uses a qualitative method to watch how students participate in speaking tasks and see how they improve over several lessons. Findings indicate that TBLT significantly enhances learners' speaking fluency by offering meaningful contexts, promoting peer*

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Introduction

Language learners often find speaking fluency to be the hardest skill to master. This is because it requires not only knowing vocabulary and grammar, but also being able to speak clearly and spontaneously in real time. Traditional language teaching methods often depend on rote memorization and repetitive drills, which make it hard to have real conversations. Task-Based Language Teaching (TBLT) gets around this problem by giving students tasks that are relevant to real-life communication situations.



The method puts interaction, learner independence, and completing real-world tasks like solving a problem, giving a presentation, or doing a survey at the top of the list. TBLT encourages natural language use and boosts learners' confidence in speaking by putting more emphasis on finishing tasks than on getting the language right. This study investigates the theoretical underpinnings of TBLT and evaluates its practical implementation in enhancing speaking fluency.

Review of Literature: Theoretical Foundations of TBLT

TBLT is based on the ideas of communicative language teaching and sociocultural theories of learning. This method says that tasks are clear actions that make students use the target language a lot. Research shows that tasks give students a safe place to try out different language forms, figure out what they mean, and get helpful feedback.

Some important rules for the TBLT method are:

Learner –centered instruction: Students work together to finish assignments, make decisions, and solve problems with the learner in mind.

Focus on meaning instead of form: The main goal is to get your point across, not to write perfect grammar.

Scaffolded interaction: Activities are made to get harder over time, but help is available when needed.

Reflective post- task analysis : Learners do post-task analysis by thinking about how they did, finding ways to improve, and getting and talking about feedback.

These principles encourage learners to speak spontaneously, which helps them become more fluent and communicative.

Every well-planned speaking task has a phase before, during, and after it. In the pre-task phase, the necessary words are introduced, the goals are set, and the expectations are made clear. Students work together to finish tasks that are related to the assignment, such as filling in knowledge gaps, talking about and solving problems, or acting out scenarios. During the post-task phase, reflection, peer feedback, and teacher guidance can help students learn more languages and find areas where they need to get better.



Different Types of Public Speaking:

Students do information-gap tasks to fill in the gaps in what they know. These tasks encourage them to negotiate meaning.

Problem-solving, in which groups work together to solve made-up problems, is one activity that encourages critical thinking and good communication.

Through simulations and role-playing games, students work on their language and social skills in specific situations and roles.

Students improve their public speaking, narrative fluency, and coherence by doing things like telling stories and giving presentations.

The effectiveness of the TBLT;

Classroom observations show that students' speech fluency improves when they take part in TBLT activities. Students become more confident, write longer and more complex sentences, and take part in group discussions more actively. When students work together on tasks, it makes them more motivated, helps them learn on their own, and makes them less shy..

Conclusion

Task-Based Language Teaching is a strong way to help ESL students speak more fluently. One of the most important parts of TBLT is that it focuses on communicative tasks, which in turn encourages student-centered practice, teamwork, and spontaneous speech. Teachers should pay attention to task design, scaffolding, and reflective feedback if they want to get the most out of TBLT. Overall, TBLT helps students speak and write more fluently, which makes them more motivated, confident, and able to use the language in real-life situations.

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