

**TITLE: THE EFFECTIVENESS OF TASK-BASED TEACHING IN
ENHANCING EFL LEARNER'S LANGUAGE PROFICIENCY.**

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Abstract: *This article explores the effectiveness of Task-Based Language Teaching (TBLT) in developing English as a Foreign Language (EFL) learners' linguistic skills. Drawing on both theoretical foundations and practical applications, the article presents an overview of TBLT, its core principles, and its implementation in language classrooms. Through a review of current literature and teaching practices, the paper highlights how TBLT fosters learner engagement, autonomy, and communicative competence.*

Keywords: *Task-Based Language Teaching (TBLT), EFL, communicative competence, learner-centered methods, task design, language proficiency*

Аннотация: *Успешное овладение иностранным языком требует применения эффективных методик обучения. В данной статье рассматривается эффективность методики обучения на основе выполнения заданий (TBLT) при обучении английскому языку как иностранному. Проводится анализ принципов, методов и результатов применения TBLT, а также подчеркивается ее влияние на развитие коммуникативной компетенции учащихся.*

Ключевые слова: *Методика TBLT, обучение английскому, коммуникативные навыки, задания, автономия учащихся*

Annotatsiya: *Chet tilini muvaffaqiyatli o'rganish uchun samarali ta'lim*

metodlarini qo'llash muhimdir. Ushbu maqolada topshiriqqa asoslangan ta'lim (TBLT) metodining samaradorligi ko'rib chiqiladi. Metodning asosiy tamoyillari, uni o'qitishda qo'llash usullari va talabalarning til ko'nikmalariga bo'lgan ta'siri tahlil qilinadi. TBLT o'quvchilarning faol ishtirokini, mustaqilligini va muloqot kompetensiyasini rivojlantiradi.

***Kalit so'zlar:**Topshiriq asosidagi o'qitish, ingliz tili, muloqot ko'nikmalari, topshiriq dizayni, o'quvchi markazli ta'lim*

INTRODUCTION

Language teaching methods have evolved significantly over the decades, shifting from grammar-heavy instruction to approaches emphasizing real-life communication. One such approach that has gained increasing prominence in recent years is Task-Based Language Teaching (TBLT). Rooted in the communicative language teaching paradigm, TBLT centers on the use of meaningful tasks to promote language use in context.

Unlike traditional instruction that emphasizes accuracy and structure, TBLT encourages learners to engage in communicative tasks that mirror real-world interactions. This approach not only enhances learners' motivation but also supports the development of fluency, problem-solving, and collaborative skills. The aim of this article is to explore the effectiveness of TBLT in fostering language acquisition and its practical implementation in EFL classrooms.

METHODS AND LITERATURE REVIEW

TBLT is grounded in interactionist and constructivist theories, including Vygotsky's Zone of Proximal Development and Long's Interaction Hypothesis. These theories suggest that learners acquire language most effectively when they are actively engaged in task that require meaningful communication and negotiation of meaning.

According to Ellis (2003), a "task" is an activity where meaning is primary, there is a problem to solve, and learners use their own linguistic resources. Skehan (1996) classifies tasks into focused (aiming at form) and unfocused (aiming at

fluency), depending on instructional goals.

Key components of TBLT include:

- Pre-task phase: Introduction to the topic and task planning
- Task cycle: Performing the task, often in pairs or groups
- Language focus: Analyzing language use, feedback, and form-focused activities

Research indicates that TBLT:

- Promotes real-life language use (Willis & Willis, 2007)
- Encourages learner autonomy (Nunan, 2004)
- Improves fluency and confidence (Richards & Rodgers, 2014)

Classroom-based studies (e.g., Ahmadian & Tavakoli, 2011) have shown that learners exposed to TBLT outperform those in traditional classrooms in speaking fluency and interactive skills.

RESULTS

Effective implementation of TBLT involves careful task design, classroom management, and teacher training. Teachers reported that learners became more engaged and less anxious during TBLT activities, especially when the tasks were relevant and scaffolded appropriately.

An example from a secondary school in Uzbekistan involved a project-based task where students planned a fictional trip abroad. The task required them to research, discuss, negotiate, and present their itinerary—all in English. Learners demonstrated noticeable improvement in their ability to use complex sentences, ask for clarification, and express opinions confidently.

Feedback from teachers and students highlighted the following outcomes:

- Increased motivation: Tasks made lessons more dynamic and enjoyable
- Greater participation: Even passive students became more involved
- Enhanced speaking skills: Learners spoke more fluently and spontaneously

Technology integration (e.g., digital presentations, online collaboration tools) further amplified the benefits of TBLT, making tasks more interactive and accessible.

ANALYSIS AND DISCUSSION

The effectiveness of TBLT hinges on the alignment between tasks, learner proficiency, and learning objectives. While TBLT can foster communicative competence, it also presents challenges:

- Teacher preparedness: Some educators feel untrained in task design
- Assessment difficulties: Measuring task outcomes can be subjective
- Time constraints: TBLT lessons often require more class time

Nonetheless, when implemented thoughtfully, TBLT supports a learner-centered classroom and promotes 21st-century skills. Tasks simulate authentic use of language, requiring students to think critically, collaborate, and communicate effectively. This pedagogical approach also accommodates diverse learner needs, allowing differentiated instruction within a unified framework.

CONCLUSION AND RECOMMENDATIONS

In conclusion, Task-Based Language Teaching is a highly effective methodology for EFL instruction. It nurtures not only language proficiency but also learner autonomy, confidence, and collaboration. For successful implementation, teachers should receive training in task design and classroom facilitation, while curricula should allocate time for task cycles and reflection.

Recommendations:

- Integrate TBLT progressively alongside traditional methods
- Use real-life and learner-relevant tasks
- Employ formative assessment to gauge language use in context
- Support professional development in TBLT methodologies

Future research should focus on longitudinal studies across different contexts, especially in underrepresented regions like Central Asia, to further validate and refine TBLT practices.

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