



## TASK-BASED LANGUAGE TEACHING: ENHANCING COMMUNICATION SKILLS IN EFL LEARNERS

**Tolegenova Sarbinaz Askarbaevna**

*Uzbekistan State World Languages University (2 faculties) Foreign Language and Literature group XT2-2421*

**Annotation.** *Task-Based Language Teaching (TBLT) has emerged as a learner-centered approach emphasizing real-life communication through meaningful tasks. This study investigates the effectiveness of TBLT in enhancing communication skills among EFL (English as a Foreign Language) learners in a tertiary education context. A quasi-experimental design was used, comparing traditional grammar-based instruction with task-based lessons over a 12-week period. Results indicate that students exposed to TBLT demonstrated significantly higher oral fluency, accuracy, and willingness to communicate. The findings underscore the pedagogical value of TBLT in fostering communicative competence and call for its broader implementation in EFL curricula.*

**Key words:** *communicative competence, learner-centered approach, education, task-based lessons, learners.*

### INTRODUCTION

The growing demand for communicative proficiency in English has led to a paradigm shift from form-focused to meaning-focused instruction in EFL classrooms. **Task-Based Language Teaching (TBLT)** represents a major development in this shift, emphasizing the use of authentic tasks to promote real-world communication (Ellis, 2003; Willis & Willis, 2007).

Unlike traditional approaches, TBLT places learners in situations that mimic real-life communication, encouraging them to use the language spontaneously to complete a task. Tasks such as interviews, problem-solving, or role-plays create opportunities for learners to practice language in meaningful contexts. However, despite its theoretical and empirical support, TBLT remains underutilized in many EFL settings due to curricular constraints, teacher training gaps, or assessment challenges.

This study aims to evaluate the impact of TBLT on EFL learners' **oral communication skills**, with a focus on fluency, accuracy, and learner motivation.

### METHODS

#### 2.1. Research Design

A **quasi-experimental design** was employed, involving a control group (traditional method) and an experimental group (TBLT). Both groups were pre-tested and post-tested on oral communication measures.

#### 2.2. Participants



### Volume: 3 Issue: 2

The sample included **60 undergraduate EFL students** (aged 18–21) at a university in Uzbekistan. Participants were randomly assigned to two groups:

- **Control Group (n = 30):** Received grammar-translation instruction.
- **Experimental Group (n = 30):** Received task-based instruction.

#### 2.3. Instruments

- **Speaking Test:** Based on CEFR B1 descriptors, assessing fluency, accuracy, and interaction.
- **Motivation Questionnaire:** Adapted from Dornyei's (2001) L2 Motivational Self System.
- **Teacher Observation Logs:** Documenting engagement and task performance weekly.

#### 2.4. Procedure

The experiment lasted for **12 weeks**, with two 90-minute sessions per week.

- The control group followed a textbook-centered syllabus with grammar and vocabulary exercises.
- The experimental group performed communicative tasks such as:
  - Problem-solving discussions;
  - Role-playing real-world scenarios;
  - Group projects and presentations.

Pre- and post-tests were administered to both groups, and data were analyzed using SPSS.

## RESULTS

### 3.1. Speaking Test Outcomes

Criteria	Control Group (Mean Gain)	Experimental Group (Mean Gain)
Fluency	+5%	+18%
Accuracy	+6%	+15%
Interaction	+4%	+20%

Statistical analysis (t-tests) revealed significant differences ( $p < 0.01$ ) in all criteria, favoring the experimental group.

### 3.2. Motivation Survey

85% of students in the TBLT group reported increased enjoyment and confidence in speaking tasks. In contrast, only 46% of the control group reported similar gains.

### 3.3. Observational Data

# THE ROLE OF EXACT SCIENCES IN THE ERA OF MODERN DEVELOPMENT

REPUBLICAN SCIENTIFIC AND PRACTICAL CONFERENCE



Volume: 3 Issue: 2

Observation logs indicated higher participation and learner-initiated communication in the TBLT group, especially during collaborative tasks.

## DISCUSSION

The results confirm the hypothesis that **TBLT enhances communicative competence more effectively** than traditional methods. Task-based instruction provided a platform for learners to **practice language meaningfully**, develop spontaneity, and apply language in authentic contexts—key components of communicative competence (Canale & Swain, 1980).

The observed improvement in fluency and interaction suggests that tasks reduced learners' anxiety and encouraged risk-taking in language use. Additionally, increased motivation underscores the engaging nature of TBLT, supporting earlier findings (Skehan, 1998; Nunan, 2004).

Nevertheless, challenges such as task design complexity and assessment alignment must be addressed. Professional development and curricular flexibility are vital for effective implementation.

## CONCLUSION

Task-Based Language Teaching proves to be an effective method for enhancing communication skills in EFL learners. By engaging students in authentic, purposeful language use, TBLT fosters fluency, accuracy, and motivation. Language educators and curriculum designers are encouraged to integrate TBLT into classroom practice, supported by ongoing training and assessment reform.

## References:

1. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
2. Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
3. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
4. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
5. Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford University Press.
6. Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching*. Oxford University Press.