



PRACTICAL APPLICATION OF TBLT IN TEACHING SPEAKING SKILLS

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Annotation: The development of speaking skills is considered one of the most essential aspects of foreign language learning. However, many language learners face significant difficulties in developing effective speaking abilities due to factors such as lack of confidence, limited vocabulary, speaking anxiety, and insufficient opportunities for real communication in the classroom. Traditional language teaching methods often emphasize grammatical accuracy and written exercises, which may limit students' ability to communicate fluently in authentic situations. As a result, there is a growing need for more communicative and learner-centered approaches that can effectively enhance speaking skills. Task-Based Language Teaching (TBLT) has emerged as an effective pedagogical approach that focuses on meaningful communication through the completion of tasks. This approach encourages learners to actively participate in classroom interaction and use language in realistic contexts. The purpose of this article is to examine the practical application of the TBLT approach in teaching speaking skills and to explore its potential in addressing common challenges faced by language learners. The article discusses the main principles of TBLT and explains how task-based activities such as role-plays, group discussions, problem-solving tasks, and interactive speaking exercises can create opportunities for authentic communication. In addition, the study highlights the role of teachers in designing communicative tasks and facilitating collaborative learning environments that support students' language development. The findings suggest that the practical implementation of TBLT can significantly improve students' speaking performance by increasing their participation, enhancing fluency, and reducing speaking anxiety. Therefore, the integration of task-based activities into language classrooms can serve as an effective strategy for developing communicative competence and promoting active engagement in speaking practice.

Annotatsiya : Og'zaki nutq ko'nikmalarini rivojlantirish xorijiy til ta'limining eng muhim maqsadlaridan biri hisoblanadi, chunki u o'quvchilarga real hayotiy vaziyatlarda samarali muloqot qilish imkonini beradi. Shunga qaramay, ko'plab til o'rganuvchilar og'zaki nutqni rivojlantirish jarayonida turli qiyinchiliklarga





duch keladilar. Bunga soʻz boyligining yetarli emasligi, oʻziga ishonchning pastligi, nutqiy xavotir (speaking anxiety) hamda dars jarayonida haqiqiy muloqot qilish imkoniyatlarining yetarli emasligi kabi omillar sabab boʻladi. Anʻanaviy til oʻqitish metodlari koʻpincha grammatik aniqlik va yozma mashqlarga koʻproq eʼtibor qaratadi, bu esa oʻquvchilarning kommunikativ kompetensiyasini rivojlantirishga yetarli darajada xizmat qilmasligi mumkin. Shu sababli, oʻquvchilarning faol ishtirokini taʼminlaydigan va tilni amaliy qoʻllashga yoʻnaltirilgan kommunikativ hamda oʻquvchi markazidagi yondashuvlarga ehtiyoj ortib bormoqda. Vazifalar asosida til oʻqitish yondashuvi (Task-Based Language Teaching – TBLT) mazmunli vazifalarni bajarish orqali tilni oʻrganishga asoslangan samarali metod sifatida keng eʼtirof etilmoqda. Ushbu maqolaning maqsadi ogʻzaki nutq koʻnikmalarini oʻqitishda TBLT yondashuvining amaliy qoʻllanilishini tahlil qilish hamda uning til oʻrganuvchilar duch keladigan muammolarni bartaraf etishdagi imkoniyatlarini oʻrganishdan iborat. Maqolada TBLT ning asosiy tamoyillari yoritilib, rolli oʻyinlar, munozaralar va muammo yechishga qaratilgan vazifalar kabi faoliyatlar oʻquv jarayonida haqiqiy muloqot muhitini yaratishga qanday xizmat qilishi koʻrsatib beriladi. Tadqiqot natijalari shuni koʻrsatadiki, TBLT yondashuvini amaliyotda qoʻllash talabalarning dars jarayonidagi faolligini oshiradi, nutq ravonligini rivojlantiradi hamda nutqiy xavotirni kamaytiradi. Shu sababli, til oʻqitish jarayoniga vazifalar asosidagi faoliyatlarni integratsiya qilish oʻquvchilarning kommunikativ kompetensiyasini rivojlantirishning samarali strategiyalaridan biri boʻlib xizmat qilishi mumkin.

Аннотация: Развитие навыков устной речи является одной из основных целей обучения иностранным языкам, так как оно позволяет учащимся эффективно общаться в реальных жизненных ситуациях. Тем не менее, многие изучающие язык сталкиваются с трудностями в развитии устной речи из-за таких факторов, как ограниченный словарный запас, низкая уверенность в себе, тревожность при говорении и недостаток возможностей для полноценного общения в классе. Традиционные методы преподавания часто акцентируют внимание на грамматической точности и письменных упражнениях, что может ограничивать развитие коммуникативной компетенции учащихся. В связи с этим возникает необходимость в коммуникативных и ориентированных на учащегося подходах, способствующих активному использованию языка.

Метод обучения на основе задач (Task-Based Language Teaching, TBLT) получил широкое признание как эффективный подход, который делает акцент на использовании языка через выполнение значимых задач. Цель

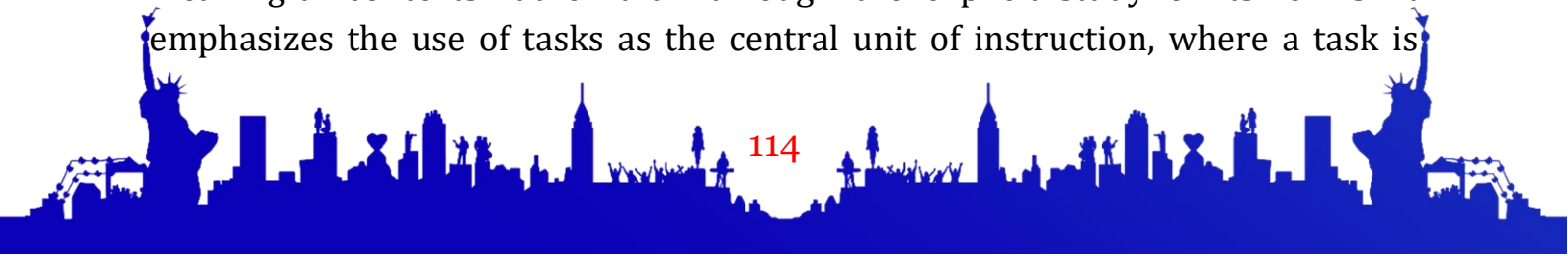




данной статьи — исследовать практическое применение подхода TBLT в обучении навыкам устной речи и оценить его потенциал в преодолении типичных трудностей, с которыми сталкиваются изучающие язык. В статье рассматриваются основные принципы TBLT и показано, как такие задания, как ролевые игры, дискуссии и проблемно-ориентированные упражнения, создают возможности для аутентичного общения в классе. Результаты исследования показывают, что применение TBLT способствует повышению участия студентов, улучшению беглости речи и снижению тревожности при говорении. Таким образом, интеграция заданий на основе TBLT в образовательный процесс может служить эффективной стратегией развития коммуникативной компетенции учащихся.

Key words :Task-based speaking practice ,learner-centered interaction , fluency development in second language , classroom communication strategies ,speaking anxiety reduction, Authentic language use ,collaborative learning tasks, real-life communication scenarios, student engagement in speaking , pedagogical task design.

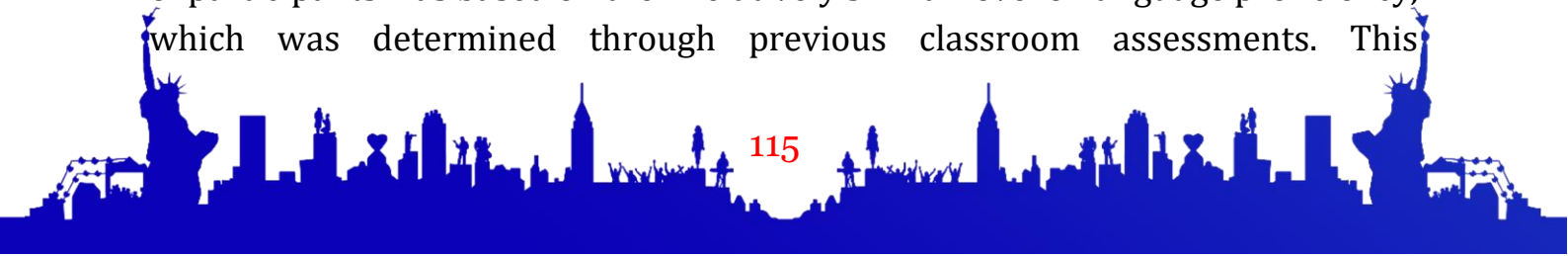
Introduction . In the context of globalization and increasing intercultural communication, the ability to speak a foreign language effectively has become one of the primary objectives of language education. Speaking is not only a productive skill but also a complex cognitive and social process that requires learners to use linguistic knowledge in real-time interaction. [1]It involves the integration of various components such as vocabulary, grammar, pronunciation, and discourse competence, making it one of the most challenging skills for language learners to master. Despite its significance, the teaching of speaking has long been influenced by traditional, teacher-centered approaches that emphasize grammatical accuracy, repetition, and controlled practice. While such methods may contribute to the development of linguistic knowledge, they often fail to provide learners with sufficient opportunities for meaningful communication. Consequently, many students experience difficulties in expressing their thoughts fluently and spontaneously, particularly in authentic communicative situations. This gap between knowledge and actual language use highlights the need for more effective and communicative teaching approaches. In response to these challenges, Task-Based Language Teaching (TBLT) has emerged as a prominent approach within communicative language teaching.[3] TBLT is grounded in the principle that language is best learned through the process of using it in meaningful contexts rather than through the explicit study of its forms. It emphasizes the use of tasks as the central unit of instruction, where a task is





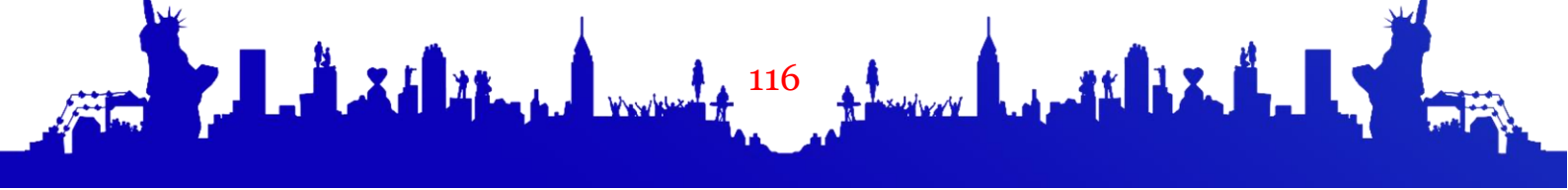
defined as an activity that requires learners to use the target language to achieve a specific outcome. Through task completion, learners are encouraged to engage in interaction, negotiation of meaning, and problem-solving, which are essential processes for language acquisition. One of the key advantages of TBLT is its strong focus on real-life communication. By incorporating authentic and purposeful tasks into the classroom, this approach creates opportunities for learners to practice speaking in contexts that closely resemble real-world situations. As a result, learners not only develop their fluency but also gain confidence in using the language. Furthermore, TBLT promotes learner autonomy and active participation, as students take responsibility for completing tasks and expressing their ideas, rather than passively receiving information. Given these benefits, the practical application of TBLT in teaching speaking skills has become an important area of research and pedagogical interest. While the theoretical foundations of TBLT are well-established, there is a growing need to explore how this approach can be effectively implemented in actual classroom settings, particularly in contexts where traditional methods still dominate.[2] Understanding how task-based activities can be designed and applied to improve speaking skills is essential for enhancing the overall quality of language instruction. Therefore, this article aims to investigate the practical application of Task-Based Language Teaching in the development of speaking skills. It seeks to analyze how different types of tasks can facilitate learners' oral communication, improve fluency, and create a more interactive and learner-centered classroom environment. Additionally, the study highlights the role of teachers in organizing and guiding task-based activities to maximize their effectiveness in speaking instruction.

Research method . This study employs a mixed-method research design in order to provide a comprehensive analysis of the practical application of Task-Based Language Teaching (TBLT) in the development of speaking skills. The combination of qualitative and quantitative approaches allows for a deeper understanding of both the measurable outcomes of the instructional process and the learners' perceptions, attitudes, and level of engagement. While quantitative data offer objective evidence of improvement in speaking performance, qualitative data help to interpret how and why such changes occur in the classroom context. The participants involved in this study were 18 pre-intermediate learners of English as a foreign language. They were selected from a general secondary school and ranged in age from 15 to 17 years old. The selection of participants was based on their relatively similar level of language proficiency, which was determined through previous classroom assessments. This





homogeneity ensured that the results of the study would not be significantly influenced by differences in learners' background knowledge or abilities. Additionally, all participants had prior experience with traditional language learning methods but limited exposure to communicative approaches such as TBLT. In order to collect reliable and valid data, multiple research instruments were utilized. Firstly, a speaking pre-test was administered at the beginning of the study to assess students' initial level of oral proficiency.[6] This test focused on key components of speaking, including fluency, accuracy, vocabulary usage, and pronunciation. At the end of the treatment period, a post-test of a similar format and level of difficulty was conducted to measure any progress in students' speaking abilities. Furthermore, classroom observations were carried out throughout the implementation process. These observations aimed to examine students' participation, interaction patterns, and their ability to use the target language during task completion. Special attention was paid to how students negotiated meaning, responded to their peers, and managed communication breakdowns. Field notes were taken during each lesson to ensure that important behavioral and interactional details were recorded systematically. In addition to observations, a structured questionnaire was distributed to the participants at the end of the study. The questionnaire included both closed-ended and open-ended questions designed to gather students' opinions about task-based learning. It focused on aspects such as motivation, confidence in speaking, perceived usefulness of tasks, and overall satisfaction with the learning process. This instrument provided valuable insights into learners' subjective experiences and complemented the quantitative findings. The procedure of the study was conducted over a period of three weeks, during which six speaking lessons were organized based on the principles of TBLT. Each lesson followed a structured framework consisting of three main stages: pre-task, task cycle, and post-task. During the pre-task phase, students were introduced to the topic and provided with necessary input and instructions. In the task cycle, learners engaged in meaningful communicative activities such as role-plays, information-gap tasks, problem-solving activities, and group discussions. These tasks were carefully designed to reflect real-life situations and to encourage spontaneous language use. In the post-task phase, feedback was provided, and students had the opportunity to reflect on their performance and improve their language use. For the purpose of data analysis, the results of the pre-test and post-test were compared using basic statistical methods in order to identify any significant improvement in students' speaking performance. In addition, qualitative data





obtained from classroom observations and questionnaires were analyzed through descriptive analysis. This involved identifying common patterns related to students' participation, interaction, motivation, and confidence. By combining both types of data, the study aimed to present a well-rounded evaluation of the effectiveness of TBLT in teaching speaking skills. Overall, this methodological approach ensures the reliability and validity of the research findings, as it integrates multiple data sources and provides both objective and subjective perspectives on the learning process.[8] The use of task-based instruction within a structured framework allows for a clear examination of its practical impact on students' speaking development.

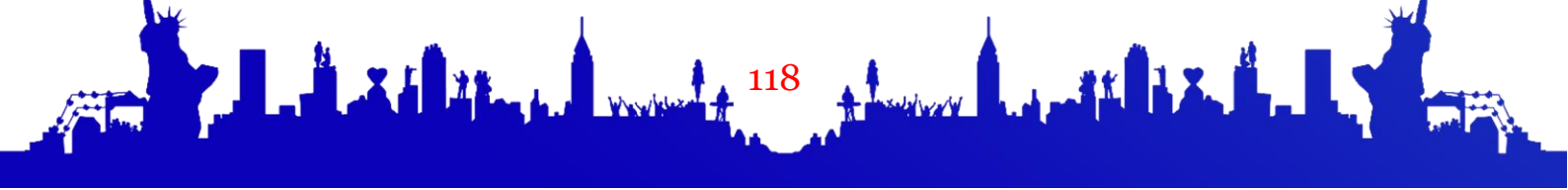
Qualitative findings. The qualitative findings of this study reveal several important changes in students' speaking behavior, interaction patterns, and overall attitudes toward learning through Task-Based Language Teaching (TBLT). Data obtained from classroom observations and student questionnaires indicate that the implementation of task-based activities had a positive impact on learners' engagement, confidence, and willingness to communicate. One of the most noticeable outcomes was the increase in students' active participation during speaking lessons. At the initial stage of the study, many learners appeared hesitant and reluctant to express their ideas in English. They often relied on short responses and showed signs of anxiety when asked to speak.[5] However, as task-based activities were gradually introduced, students became more involved in classroom interaction. Activities such as pair work, group discussions, and role-plays created a supportive environment in which learners felt more comfortable expressing themselves. Another significant finding relates to the improvement in students' confidence. Classroom observations showed that learners became less afraid of making mistakes and more willing to take risks while speaking. Instead of focusing excessively on grammatical accuracy, students began to prioritize communication and meaning. This shift in attitude played a crucial role in enhancing their speaking fluency. Many students were observed using a wider range of vocabulary and attempting to produce longer and more complex utterances. In addition, task-based instruction contributed to the development of collaborative learning. Students actively interacted with their peers, exchanged ideas, and supported each other during task completion. This interaction not only improved their communicative competence but also fostered a sense of teamwork and mutual respect in the classroom. Learners were frequently seen negotiating meaning, asking for clarification, and responding to their partners, which are essential components of real-life communication. The results of the questionnaire





further support these observations. A majority of students reported that task-based activities made speaking lessons more interesting and engaging. They expressed that real-life tasks helped them understand how English can be used outside the classroom. Furthermore, many participants noted that they felt more confident speaking English after participating in task-based lessons. However, some challenges were also identified. A few students initially experienced difficulties in understanding task instructions and managing time effectively during activities. Additionally, lower-level learners sometimes relied on their native language when they were unable to express their ideas in English. Despite these challenges, most students gradually adapted to the task-based approach and showed noticeable improvement. Overall, the qualitative findings suggest that the practical application of TBLT creates a more dynamic and interactive learning environment. It encourages students to participate actively, enhances their confidence, and promotes meaningful communication. These results highlight the effectiveness of TBLT as a valuable approach for developing speaking skills in language classrooms.

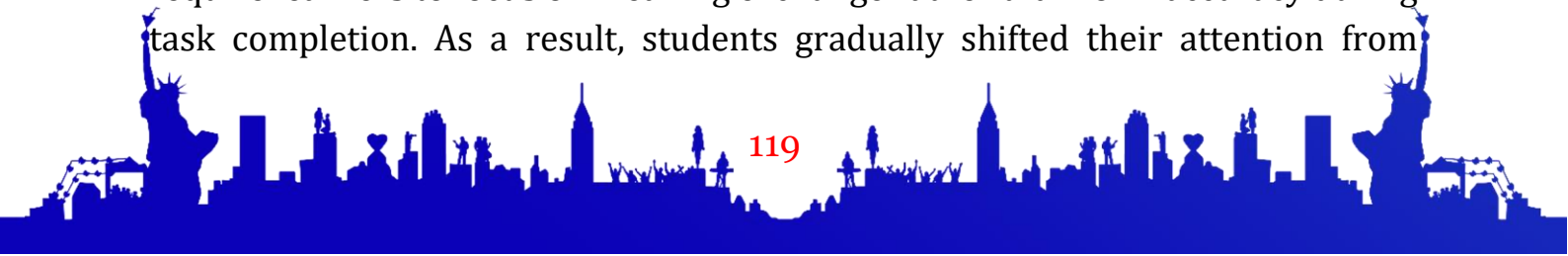
Quantitative findings . The quantitative findings of this study demonstrate a noticeable improvement in students' speaking performance following the implementation of Task-Based Language Teaching (TBLT). The analysis is based on the comparison of pre-test and post-test results, which were designed to assess learners' speaking proficiency in terms of fluency, accuracy, vocabulary usage, and pronunciation. At the beginning of the study, the results of the pre-test indicated that the majority of students had relatively low speaking proficiency. Many learners struggled to produce extended responses, and their speech was often characterized by frequent pauses, limited vocabulary, and grammatical inaccuracies. The average score of the group in the pre-test was 5.2 out of 10, reflecting a moderate level of speaking ability. After three weeks of task-based instruction, a post-test was conducted to evaluate students' progress. The results showed a significant improvement in overall speaking performance. The average score increased to 7.4 out of 10, indicating a considerable development in learners' oral communication skills. This improvement suggests that the use of TBLT had a positive impact on students' ability to speak more effectively. A closer analysis of individual components of speaking reveals further progress. In terms of fluency, students demonstrated greater ability to speak continuously with fewer pauses and hesitations. The fluency scores increased by approximately 30%, indicating that learners became more comfortable expressing their ideas. Similarly, vocabulary usage improved, as students began to use a wider range of





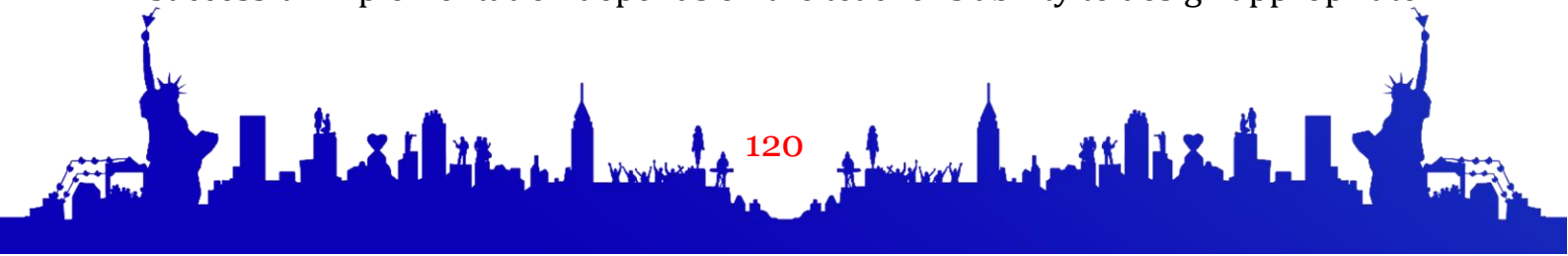
words and expressions appropriate to the given tasks. In terms of grammatical accuracy, a moderate improvement was observed. Although students still made some errors, the frequency of major grammatical mistakes decreased. Pronunciation also showed slight improvement, with students becoming more intelligible and confident while speaking. Furthermore, the distribution of scores indicates that the number of low-performing students decreased significantly. While several students initially scored below 5 in the pre-test, most participants achieved scores above 6 in the post-test. This shift demonstrates that TBLT was effective not only for stronger learners but also for those who initially struggled with speaking. Overall, the quantitative results clearly support the effectiveness of Task-Based Language Teaching in enhancing speaking skills. The measurable improvement in test scores confirms that task-based instruction provides learners with meaningful opportunities to practice language, leading to better performance and increased communicative competence.

Discussion. The results of this study provide strong evidence that Task-Based Language Teaching (TBLT) has a significant positive impact on the development of students' speaking skills. Both qualitative and quantitative findings complement each other and clearly indicate improvements in learners' fluency, confidence, interactional ability, and overall communicative competence.[4] These findings are consistent with the fundamental principles of TBLT, which emphasize meaningful language use through real-world tasks rather than isolated language practice. The noticeable improvement in post-test scores compared to pre-test results suggests that learners benefited from repeated exposure to communicative tasks. The increase in average performance demonstrates that students were able to internalize language more effectively when they were engaged in purposeful activities. This supports the argument that language learning becomes more effective when learners are required to use language as a tool for communication rather than as an object of study. In this regard, the findings align with the perspectives of Ellis (2003) and Willis (1996), who emphasize that task-based instruction facilitates language acquisition through meaningful interaction. One of the most important outcomes of the study is the development of speaking fluency. The quantitative data showed a clear increase in fluency-related scores, while qualitative observations confirmed that students began to speak more spontaneously with fewer pauses and hesitations. This improvement can be explained by the nature of task-based activities, which require learners to focus on meaning exchange rather than form accuracy during task completion. As a result, students gradually shifted their attention from





grammatical correctness to effective communication. In addition, the qualitative findings revealed a significant increase in students' confidence and willingness to speak. Initially, many learners were hesitant and afraid of making mistakes; however, over time, they became more active participants in classroom interaction. This change can be attributed to the supportive and collaborative environment created by TBLT, where errors are viewed as a natural part of the learning process. Such an environment reduces anxiety and encourages risk-taking, which is essential for developing speaking competence. Another important aspect highlighted by the findings is the role of interaction and collaboration in language development. TBLT tasks such as role-plays, group discussions, and information-gap activities encouraged students to negotiate meaning, ask for clarification, and respond to peers. These interactional processes are crucial for developing communicative competence, as they reflect real-life communication patterns. The study supports sociocultural theories of language learning, which emphasize that language development occurs through social interaction and meaningful communication with others. Furthermore, the study revealed that learners developed not only fluency but also lexical and grammatical improvement, although to a lesser extent. Exposure to varied communicative tasks allowed students to use new vocabulary in context and experiment with different sentence structures. However, grammatical accuracy improved more slowly compared to fluency, which is consistent with previous research suggesting that TBLT prioritizes meaning over form in the initial stages of learning. Despite these positive outcomes, several challenges were identified during the implementation process. Some learners initially found it difficult to understand task instructions, which sometimes led to confusion and reduced efficiency in task completion. In addition, time management issues were observed, particularly during group activities where students needed more time to organize their ideas. Another challenge was the occasional use of the mother tongue, especially among lower-level learners who lacked sufficient linguistic resources in English. These issues suggest that effective implementation of TBLT requires careful scaffolding, clear instructions, and continuous teacher support. The findings confirm that TBLT is an effective approach for improving speaking skills in English language classrooms. The integration of authentic tasks, collaborative learning, and meaningful communication creates an environment that fosters both linguistic development and learner motivation. However, successful implementation depends on the teacher's ability to design appropriate





tasks, manage classroom interaction, and provide adequate support to learners at different proficiency levels.

Conclusion. This study has explored the practical application of Task-Based Language Teaching (TBLT) in developing students' speaking skills. The findings from both qualitative and quantitative data clearly indicate that TBLT is an effective approach for enhancing learners' oral communication abilities in English language learning contexts. The improvement in post-test results, together with positive changes in learners' attitudes and classroom behavior, confirms the effectiveness of task-based instruction in promoting speaking development. One of the main conclusions of this study is that TBLT significantly contributes to the improvement of speaking fluency. By engaging learners in meaningful and interactive tasks, students are provided with opportunities to use language spontaneously in realistic situations. This reduces their dependence on memorized structures and encourages more natural communication. As a result, learners become more confident and capable of expressing their ideas in English. Another important conclusion is that TBLT creates a learner-centered and interactive classroom environment. The use of pair and group tasks encourages collaboration, negotiation of meaning, and peer support, all of which are essential for developing communicative competence. The study also shows that such an environment helps reduce speaking anxiety and increases students' motivation to participate in classroom activities. However, the findings also reveal that the successful implementation of TBLT requires careful planning and effective classroom management. Some learners experienced difficulties in understanding task instructions and managing time during activities, which suggests the need for clear guidance and appropriate scaffolding from the teacher. In addition, mixed-ability classrooms may require differentiated support to ensure that all learners benefit equally from task-based instruction. It can be concluded that Task-Based Language Teaching is a highly effective pedagogical approach for improving speaking skills. Its focus on meaningful communication, learner interaction, and real-life language use makes it a valuable alternative to traditional grammar-based teaching methods. Therefore, it is recommended that language teachers integrate task-based activities more frequently into their speaking lessons in order to enhance students' communicative competence and overall language proficiency.

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