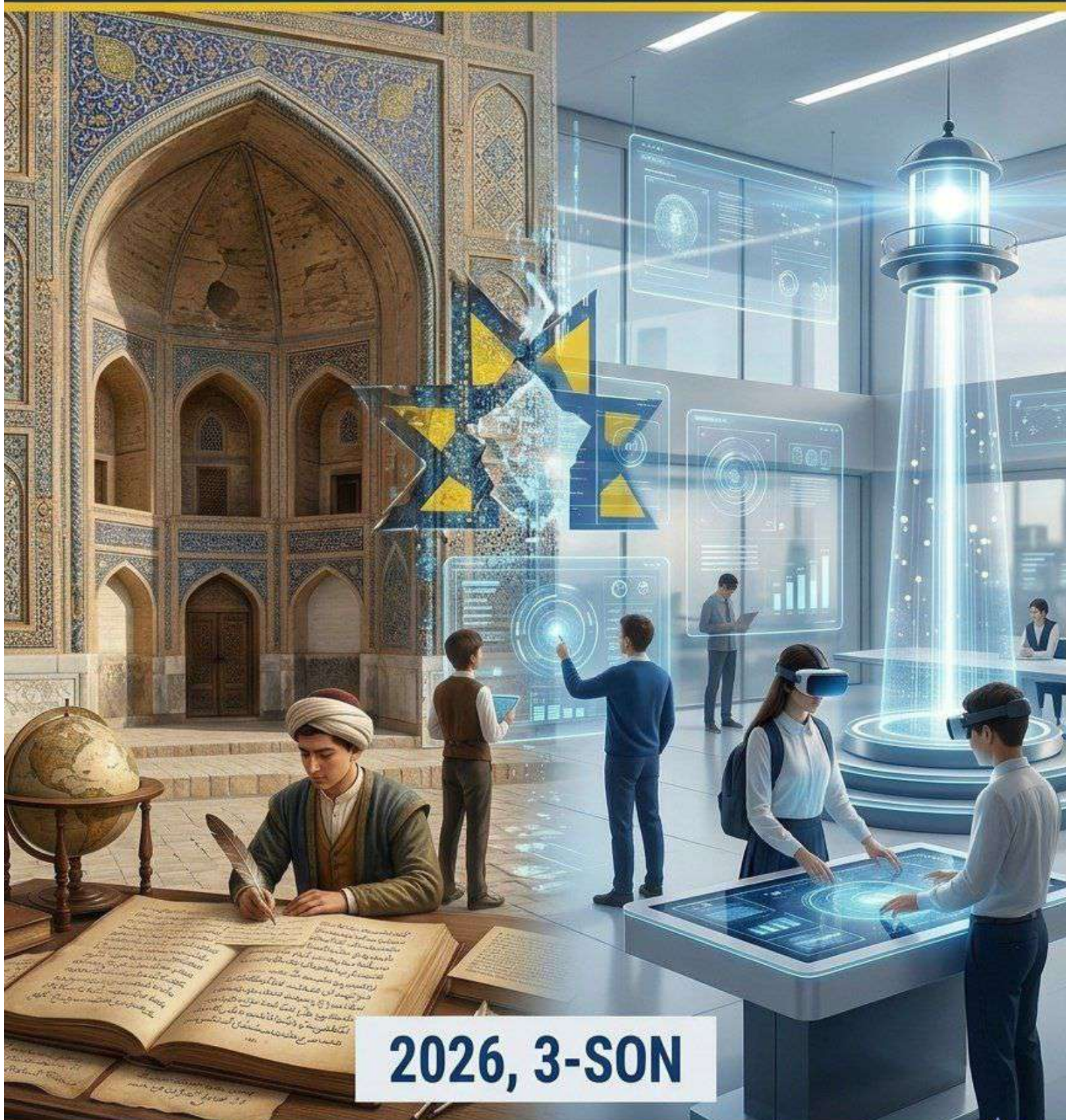




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TASK-BASED LANGUAGE TEACHING (TBLT) AS AN EFFECTIVE APPROACH TO DEVELOPING COMMUNICATIVE COMPETENCE IN ESL LEARNERS

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Abstract. Teachers are looking for cutting-edge approaches that encourage meaningful communication rather than just grammatical precision due to the increasing demand for successful English language training. Because of its focus on learner-centered instruction and real language use, Task-Based Language Teaching (TBLT) has become one of the most important methods in contemporary language education. The usefulness of TBLT in fostering communicative competence in English as a Second Language (ESL) learners is examined in this paper. The study examines TBLT's theoretical underpinnings, core ideas, and contribution to discourse, linguistic, sociolinguistic, and strategic abilities. The advantages and difficulties of using task-based instruction in ESL classes are also covered in the essay. The results indicate that by offering opportunities for meaningful interaction and real-world language use, TBLT considerably improves learners' communication skills, motivation, confidence, and overall language competency.

Keywords: Task-Based Language Teaching, communicative competence, ESL learners, language acquisition, communicative language teaching, authentic tasks, language skills.

VAZIFALARGA ASOSLANGAN TIL O'QITISH (TBLT) ESL O'RGANUVCHILARDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHNING SAMARALI USULI SIFATIDA

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Annotatsiya. O'qituvchilar muvaffaqiyatli ingliz tilini o'qitishga bo'lgan talabning ortib borishi sababli, nafaqat grammatik aniqlikni, balki mazmunli muloqotni rag'batlantiradigan ilg'or yondashuvlarni qidirmoqdalar. O'quvchiga yo'naltirilgan o'qitish va haqiqiy tildan foydalanishga qaratilganligi sababli, Vazifaga asoslangan til o'qitish (TBLT) zamonaviy til ta'limida eng muhim usullardan biriga aylandi. Ushbu maqolada TBLTning ikkinchi til sifatida ingliz tili (ESL) o'quvchilarida kommunikativ kompetentsiyani rivojlantirishdagi foydasi ko'rib chiqiladi. Tadqiqotda TBLTning nazariy asoslari, asosiy g'oyalari va nutq, lingvistik, sotsiolingvistik va strategik qobiliyatlarga qo'shgan hissiy o'rganiladi. ESL darslarida vazifaga asoslangan o'qitishdan foydalanishning afzalliklari va qiyinchiliklari ham inshoda yoritilgan. Natijalar shuni ko'rsatadiki, mazmunli muloqot va real dunyo tillaridan foydalanish imkoniyatlarini taqdim etish orqali TBLT o'quvchilarning muloqot qobiliyatlarini, motivatsiyasini, o'ziga ishonchini va umumiy til qobiliyatini sezilarli darajada yaxshilaydi.

Kalit so'zlar: TBLT, kommunikativ kompetensiya, ESL o'quvchilari, ingliz tili ta'limi, vazifaga asoslangan o'qitish.

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ НА ОСНОВЕ ВЫПОЛНЕНИЯ ЗАДАЧ (TBLT) КАК ЭФФЕКТИВНЫЙ ПОДХОД К РАЗВИТИЮ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ВТОРОЙ (ESL)

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Аннотация. В связи с растущим спросом на успешное обучение английскому языку преподаватели ищут передовые подходы, которые способствуют осмысленному общению, а не просто грамматической точности. Благодаря своей ориентации на обучение, ориентированное на ученика, и использование реального языка, обучение языку на основе заданий (Task-Based Language Teaching, TBLT) стало одним из важнейших методов в современном языковом образовании. В данной статье рассматривается полезность TBLT в развитии коммуникативной компетенции у учащихся, изучающих английский как второй язык (ESL). В исследовании анализируются теоретические основы TBLT, основные идеи и вклад в развитие дискурса, лингвистических, социолингвистических и стратегических способностей. В эссе также рассматриваются преимущества и трудности использования обучения на основе заданий в классах ESL. Результаты показывают, что, предоставляя возможности для осмысленного взаимодействия и использования языка в реальной жизни, TBLT значительно улучшает коммуникативные навыки учащихся, их мотивацию, уверенность и общую языковую компетентность.

Ключевые слова: TBLT, коммуникативная компетенция, изучение английского языка, ESL, коммуникативное обучение.

Introduction. English has emerged as the primary language of commerce, science, technology, education, and worldwide communication in the twenty-first century. The capacity to communicate successfully in English has grown crucial as globalization continues to connect people from different countries and cultures. As a result, rather than just teaching grammar rules and vocabulary, language teachers are becoming more focused on helping students become more proficient communicators.

Traditional approaches to teaching languages frequently place a strong emphasis on memorization, translation tasks, and grammar instruction. While these approaches might aid students in learning the language, they often fall short of preparing them for communication in everyday situations. As a result, even though they possess a great deal of grammatical knowledge, many students find it challenging to communicate in real-world settings. In response to these constraints, Task-Based Language Teaching (TBLT) was developed. TBLT, which is based on communicative language teaching concepts, places a strong emphasis on meaningful communication through the accomplishment of tasks that mimic real-world activities. Students employ language as a tool to accomplish certain objectives and resolve real-world issues rather than acquiring language forms in isolation.

This article's goals are to assess TBLT's efficacy in fostering communicative competence in ESL students and to consider its pedagogical ramifications for contemporary language instruction.

Literature Review. Researchers studying second language acquisition have shown a great deal of interest in task-based language teaching. David Nunan defines a task as an activity in the classroom where students must understand, operate, produce, or engage in the target language with an emphasis on meaning rather than form [2]. In a similar vein, Rod Ellis characterizes a task as an action that uses language to accomplish a communicative goal. He contends that assignments give students the chance to interact meaningfully, which promotes language learning [1]. Dell Hymes' concept of communicative competence is strongly related to the theoretical underpinnings of TBLT. According to Hymes, effective communication necessitates both grammatical knowledge and the capacity to use language in social situations [7].

Later, Michael Canale and Merrill Swain proposed a model consisting of four components:

- Grammatical competence.
- Sociolinguistic competence
- Discourse competence
- Strategic competence [6]

These competencies remain central objectives in contemporary language teaching and are effectively promoted through task-based instruction.

Theoretical Foundations of TBLT. TBLT is based on a number of significant theories of language acquisition.

First, the Interaction Hypothesis proposes that meaning negotiation and interaction play a role in language development. When learners actively engage in communicative exchanges, their language skills develop [5].

Second, the significance of understandable input is emphasized by the Input Hypothesis. Learners are exposed to meaningful language that is just a little bit above their present competence level through the completion of tasks [11].

Third, sociocultural theory emphasizes how important social interaction and teamwork are to learning. Students are encouraged to build knowledge together and assist one another's language growth through group projects [10].

The application of TBLT as a communicative and learner-centered strategy is supported by these theoretical stances taken together.

The Concept of Communicative Competence. Communicative competence refers to the ability to use language effectively and appropriately in various communicative situations. It extends beyond grammatical knowledge and includes understanding social norms, discourse conventions, and communication strategies [6].

Grammatical Competence. This competence involves mastery of vocabulary, pronunciation, grammar, and sentence structure.

Sociolinguistic Competence. Learners must understand how language varies according to social context, culture, and interpersonal relationships.

Discourse Competence. Discourse competence enables learners to connect ideas coherently and maintain meaningful conversations.

Strategic Competence. This competence involves the use of communication strategies to overcome linguistic difficulties and maintain interaction.

How TBLT Develops Communicative Competence. All four aspects of communicative competence are greatly enhanced by task-based language instruction.

Growth in Grammatical Proficiency. Even because TBLT emphasizes meaning, learners pick up linguistic patterns organically while communicating. Instead of learning

grammar through solitary drills, it is learnt in context [1].

Growth in Sociolinguistic Proficiency. Learners are exposed to real-world social settings through role-plays, interviews, and simulations. Students get the ability to modify their words based on the audience and the context [2].

Growth in Discourse Proficiency. Presentations, conversations, and narrative assignments support students' logical information organization and cohesive communication [3].

Growth in Strategic Capabilities. Students use techniques like paraphrasing, asking for clarification, and negotiating meaning when they face communication obstacles. These techniques improve their ability to communicate in general [6].

Methodology. Based on a survey of academic literature on task-based language teaching and the development of communicative competence, this study uses a qualitative analytical method.

To establish consistent conclusions about the efficacy of TBLT in ESL environments, pertinent books, journal articles, and empirical research were reviewed. The investigation focuses on how task-based learning affects students' motivation, language competency, and communication skills [1; 2; 3; 5].

Results and Discussion. The examination of current research reveals a number of important advantages of task-based language instruction.

First of all, TBLT boosts student motivation. Students get more involved in the learning process when assignments have purpose and are related to real-life circumstances.

Second, task-based learning encourages the growth of fluency. Instead of doing mechanical activities, learners spend more time communicating through language.

Thirdly, learner autonomy is improved by TBLT. Students take an active role in their education and learn to be accountable for finishing assignments.

Additionally, group projects promote peer learning and enhance interpersonal communication abilities. Students gain cooperation, negotiation, and problem-solving skills.

Additionally, compared to students taught using conventional teacher-centered techniques, research indicates that students exposed to TBLT exhibit higher levels of confidence when speaking English. Even with these benefits, there are still some difficulties. Teachers frequently struggle with task design, assessment protocols, and classroom management. Additionally, there may be less opportunities for meaningful engagement in large class groups. However, when proper preparation and instructional support are given, TBLT's overall efficacy exceeds these difficulties [9].

Pedagogical Implications. The successful implementation of TBLT requires careful planning and adaptation to learners' needs. Teachers should:

- Select meaningful and authentic tasks.
- Encourage collaborative learning.
- Integrate all four language skills.
- Provide constructive feedback.
- Balance fluency and accuracy.
- Create opportunities for real-world communication [4].

Educational institutions should also support teacher training programs focused on task-based methodology to improve classroom practice [8].

Conclusion. One of the best methods for helping ESL students become more proficient communicators is task-based language teaching. Through the emphasis on authentic

communication, meaningful interaction, and learner-centered education, TBLT helps students make effective use of language in everyday contexts.

The results of this study show that task-based learning helps students strengthen their discourse, grammar, sociolinguistic, and strategic skills. It also improves student autonomy, confidence, motivation, and fluency.

TBLT is anticipated to continue to be a useful and significant approach for teaching English since contemporary language instruction places a greater emphasis on communication than memorization. In order to promote the development of communicatively competent language users, educators ought to think about including task-based activities into their teaching methods.

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