



THE ROLE OF TASK-BASED LEARNING IN DEVELOPING COMMUNICATIVE COMPETENCE IN EFL CLASSROOMS

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Abstract: This study investigates the effectiveness of Task-Based Learning (TBL) in developing communicative competence among learners in English as a Foreign Language (EFL) classrooms. The research focuses on how task-based activities influence learners' fluency, confidence, and interaction. The findings indicate that TBL creates a communicative and learner-centered environment where students actively use language. As a result, learners improve their speaking ability, participation, and overall communication skills. The study highlights the importance of meaningful tasks in modern language teaching.

Key words: Task-Based Learning, integrated language skills, English as a Foreign Language (EFL), communicative competence.

In today's globalized world, the ability to communicate in English has become essential for academic, professional, and social purposes. However, many learners who study English for several years still struggle to use it effectively in real communication. This problem is especially common in classrooms where traditional teaching methods are used. "Task-Based Learning is based on the idea that language is most effectively acquired through meaningful communication rather than through memorization of rules. This approach emphasizes that learners should actively use language in realistic situations, which helps them develop both fluency and confidence" [3,5]. Traditional approaches often focus on grammar rules, memorization, and translation. Although these methods help learners understand language structures, they do not provide enough opportunities for real communication. As a result, learners may know the language but cannot use it confidently. Task-Based Learning (TBL) offers a practical solution to this issue. It focuses on meaningful communication through tasks that require learners to use



language actively. This approach helps learners develop communicative competence, which includes the ability to use language appropriately in different situations. “The results of Task-Based Learning show that learners improve their speaking fluency significantly. Students become more confident and are able to express their ideas more clearly” [1,250].

Task-Based Learning is based on the idea that language is best learned through communication. A task is defined as an activity where learners use language to achieve a specific goal, such as solving a problem or sharing information.

One of the main principles of TBL is the focus on meaning rather than form. Learners are encouraged to communicate freely, even if they make mistakes. This helps them develop fluency and confidence. “A task can be defined as an activity where learners use the target language to achieve a specific outcome, such as solving a problem or sharing information” [5,2].

Another important aspect is interaction. When learners work together, they exchange ideas and negotiate meaning. This interaction helps improve their communication skills and supports language acquisition.

TBL also emphasizes authenticity. Tasks are designed to reflect real-life situations, which makes learning more meaningful and engaging. “Task-Based Learning is authenticity. Tasks are designed to reflect real-life situations, which makes learning more meaningful and relevant. Learners can see how language is used outside the classroom, which increases their motivation” [2,10].

This study is based on qualitative research. Classroom observations were conducted to analyze how task-based activities influence learners’ communication skills.

Students participated in different types of tasks, including:

10. group discussions
11. role-plays
12. problem-solving activities

Their participation, fluency, and confidence were observed and evaluated.

The results show that Task-Based Learning has a strong positive impact on communicative competence.

Firstly, learners improved their speaking fluency. They were able to express their ideas more clearly and with less hesitation. “One of the fundamental principles of Task-Based Learning is the focus on meaning before form. Learners are encouraged to express their ideas freely, even if their language is not grammatically perfect” [6,23].

Secondly, students became more active and confident. They participated more in discussions and were less afraid of making mistakes.

Thirdly, interaction between learners increased significantly. This helped



them practice language in a natural way. “Furthermore, authentic tasks create opportunities for learners to practice language in different contexts. This helps them develop communicative competence and prepares them for real-world communication” [6,233]. Moreover, learners showed higher levels of motivation. Task-based activities made lessons more interesting and meaningful.

However, some challenges were identified. Teachers need to design tasks carefully and manage time effectively. Some learners may also need time to adapt to this approach.” Interaction plays a central role in Task-Based Learning. When learners communicate with each other, they exchange ideas, clarify meaning, and negotiate understanding. This process helps learners identify gaps in their knowledge and improve their language skills” [4,6].

In conclusion, Task-Based Learning is an effective approach for developing communicative competence in EFL classrooms. It encourages meaningful communication, interaction, and active participation.

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