



TASK-BASED LEARNING AS AN INNOVATIVE APPROACH TO TEACHING ENGLISH

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Abstract. This article analyzes the effectiveness of the Task-Based Learning approach in teaching English. In the research process, the role of the language learning method through tasks in the development of students' speech, listening comprehension, and writing skills was studied. The significance of the TBL method in increasing students' motivation and the ability to use language practically is also discussed. As the methodology of the article, data collected on the basis of surveys, interviews, and lesson observations were analyzed. The research results show that the TBL approach has higher effectiveness in language teaching compared to traditional methods. In the conclusion, the necessity of pedagogical training and resources for the effective application of the method is emphasized.

Key words: Task-Based Learning, English language teaching, communicative competence, innovative teaching methods, language acquisition, student motivation, EFL learning, classroom interaction.

INTRODUCTION

In the modern educational system, teaching English requires innovative and student-centered approaches. Traditional grammar-based teaching methods often fail to develop students' communicative competence. Therefore, modern language pedagogy increasingly focuses on practical language use. One of the most effective methods in this regard is Task-Based Learning. Ellis, R(2003). Task-Based Language Learning and Teaching. Oxford: Oxford University Press.

Task-Based Learning emphasizes the completion of meaningful tasks where students use the target language to achieve a specific goal. This approach encourages active participation, collaboration, and problem-solving skills among learners.

The use of task-based learning provides several benefits in language education.

- First, it develops communicative competence. Students learn how to use language in real-life situations rather than memorizing isolated grammar structures.





- Second, this approach increases students' motivation. Meaningful tasks make lessons more interesting and interactive.

- Third, task-based learning promotes collaboration and critical thinking skills among learners.

The approach used in the study is the analysis of literature. Articles and information are accessed in various online

databases, including ERIC, Research gate, Semantic Scholar, Google Scholar, Academia, and other information. The

following combinations of keywords were performed: task-based, task-based learning, TBL, TBI, TBLT, ESL, EFL,

ELT, and language acquisition. The papers, studies, and other documents published will be reviewed to provide

suggestions that English teachers can implement, especially in EFL context . This analysis is only focused on task-based

learning and how it relates to EFL students.

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METHODOLOGY

The methodology of this research is based on qualitative and descriptive analysis of task-based learning as an innovative approach in English language teaching.

The study focuses on examining the effectiveness of task-based learning in developing students' communicative competence and improving their language skills. Several

research methods were used in the study.





First, the **literature analysis method** was applied to review scientific works, articles, and books related to task-based language teaching. This helped to identify the theoretical foundations and key principles of task-based learning.

Second, the **comparative method** was used to compare traditional language teaching methods with task-based learning approaches. The comparison allowed the identification of differences in teaching strategies, student engagement, and learning outcomes.

Third, the **observation method** was used to analyze classroom practices where task-based learning activities were implemented. During these observations, particular attention was given to students' participation, interaction, and language use during task completion.

In addition, the research included the **analysis of practical teaching tasks**, such as role plays, group discussions, and problem-solving activities. These tasks were designed to encourage students to use English in real-life communication situations.

The methodology also considers the role of the teacher as a facilitator who guides students during task performance rather than directly controlling the learning process. Students are encouraged to work collaboratively, express their ideas, and actively participate in communication.

Figure 1 represents the geometry of a powerful learning environment for task-based teaching and learning. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.



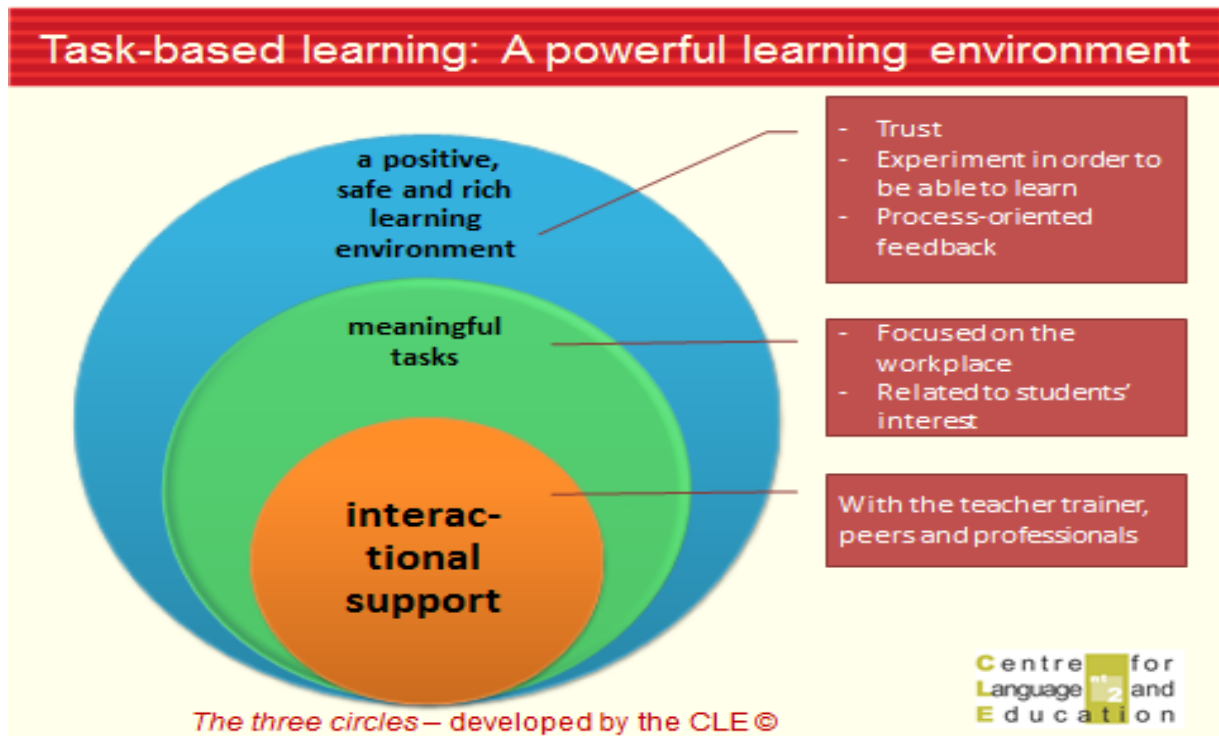


Figure 1: The three circles of a powerful learning environment (developed by CLE, KU Leuven).

The following three examples aim to demonstrate how information and communication technologies can be implemented to help realize these conditions. The examples are culled from educational development projects in which CLE partnered (OOF-projects funded by KU Leuven) and from personal, educational practice.

Overall, the applied methodology provides a comprehensive understanding of how task-based learning can be effectively integrated into English language teaching and how it contributes to improving students' communicative competence.

RESULTS AND DISCUSSION

The results of the study show that task-based learning significantly improves students' participation and communicative competence in English language classrooms. During the implementation of task-based activities, students demonstrated higher levels of motivation and engagement compared to traditional teaching methods.

One of the key findings of the research is that students became more confident in using English during classroom communication. When learners were involved in meaningful tasks such as role plays, group discussions, and problem-solving activities, they were encouraged to use the target language more actively.

Another important result is the development of collaborative learning skills. Task-based learning activities often require students to work in pairs or groups. This type of interaction helps learners exchange ideas, support each other, and practice English in a more natural environment. SHoleh, M. B., Salija, K., & Nur, S (2019). Task



Based Learning (TBL) in EFL calssroom: From theory to practice. English education Journal, 9(1),45-60.

The findings also indicate that task-based learning contributes to the improvement of several language skills simultaneously, including speaking, listening, and critical thinking. Students not only learn grammar and vocabulary but also learn how to apply them in real-life situations.

However, the study also identified several challenges in implementing task-based learning. Some teachers may face difficulties in designing effective tasks or managing classroom activities. Additionally, time constraints and limited teaching resources can affect the successful application of this method.

Despite these challenges, the results confirm that task-based learning is an effective and innovative approach to teaching English. It creates a more interactive and student-centered learning environment, which ultimately enhances the overall quality of language education.

CONCLUSION

Task-based learning emphasizes learning to convey using the target language through interaction; thus, the study is meaning-focused. Language is the center of attention. TBL's central concept is that language learning happens in a natural learning environment, and more success in facilitating language acquisition is students are exposed to practical experiences with authentic materials. Language learners are interested in effective communication in TBL through target language exercises and should improve their communication skills. Eliss, R. (2003). *Task Based Language Learning and Teaching*. Oxford:Oxford Unversity Press.

Task-Based Learning is an innovative and effective approach to teaching English. It enhances students' communicative competence, motivation, and critical thinking skills. Therefore, integrating task-based learning into English language classrooms can significantly improve the quality of language education.

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