



## TASK-BASED LANGUAGE TEACHING IN DEVELOPING SPEAKING SKILLS

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**Abstract.** *In modern language education, developing learners' speaking skills has become one of the main objectives of foreign language teaching. Traditional teaching methods often focus more on grammar and vocabulary rather than real communication. Task-Based Language Teaching (TBLT) has emerged as an effective approach that emphasizes meaningful communication and real-life language use. This article examines the role of Task-Based Language Teaching in improving learners' speaking skills. The study discusses the theoretical foundations of TBLT, its main principles, and the stages of task implementation in the classroom. In addition, the article analyzes the advantages of using tasks for developing communicative competence and learner engagement. The findings show that TBLT creates authentic communication opportunities, increases learners' motivation, and improves fluency and confidence in speaking. Therefore, the integration of task-based activities in language classrooms can significantly contribute to the development of speaking skills.*

**Key words.** *Task-Based Language Teaching, speaking skills, communicative competence, language learning, classroom interaction, communicative approach, language pedagogy.*

**Introduction.** In the era of globalization, the ability to communicate effectively in a foreign language has become an essential skill. Among the four main language skills—listening, speaking, reading, and writing—speaking is often considered the most challenging for language learners. Many students experience difficulties in expressing their ideas fluently and confidently in a foreign language.

Traditional language teaching methods have often focused on grammatical accuracy rather than communication. As a result, learners may have good knowledge of grammar rules but still struggle to speak effectively in real-life situations. To address this issue, modern language teaching methodologies emphasize communicative competence and practical language use. Task-Based Language Teaching (TBLT) has gained popularity as an innovative approach that focuses on meaningful tasks and real communication. In this method, learners use language as a tool to accomplish specific tasks rather than simply practicing grammatical forms. Tasks simulate real-life situations and encourage learners to interact, negotiate meaning, and express their ideas.

The purpose of this article is to analyze the role of Task-Based Language Teaching in developing speaking skills. The article discusses the theoretical foundations of TBLT, its main characteristics, and the benefits of using tasks in language classrooms.



Task-Based Language Teaching is a learner-centered approach that emphasizes communication and meaningful interaction. The concept of TBLT developed from the Communicative Language Teaching (CLT) approach, which focuses on the use of language in authentic contexts.

A task can be defined as an activity in which learners use language to achieve a specific goal or outcome. According to researchers, tasks involve problem-solving, information exchange, and decision-making activities that require learners to use language for communication.

The theoretical basis of TBLT is rooted in second language acquisition theories. These theories suggest that language learning occurs more effectively when learners actively participate in meaningful communication rather than passively memorizing grammatical rules.

TBLT also emphasizes the importance of interaction in language learning. When learners communicate with each other during tasks, they negotiate meaning, clarify misunderstandings, and receive feedback. This process helps learners develop both fluency and accuracy in speaking.

Another important principle of TBLT is learner autonomy. Students are encouraged to take an active role in the learning process by expressing their opinions, sharing ideas, and collaborating with peers.

#### Stages of Task-Based Language Teaching

Task-Based Language Teaching usually follows a structured framework consisting of three main stages: the pre-task stage, the task cycle, and the post-task stage.

##### Pre-task Stage

In the pre-task stage, the teacher introduces the topic and explains the task to the learners. The teacher may also provide useful vocabulary and expressions that students can use during the activity. This stage helps learners understand the purpose of the task and prepares them for communication.

##### Task Cycle


The task cycle is the core stage of TBLT. During this stage, learners work individually or in groups to complete the task. The teacher acts as a facilitator and observes the interaction without interrupting the communication process.

Students may perform activities such as role-plays, discussions, problem-solving tasks, or information-gap tasks. These activities encourage learners to use language creatively and spontaneously.

After completing the task, students present their results to the class. This stage allows learners to practice speaking in front of others and develop confidence in using the language.

##### Post-task Stage

In the post-task stage, the teacher provides feedback on students' performance. The teacher may highlight common errors and focus on improving accuracy. Learners also reflect on their performance and discuss what they learned during the task.



This stage helps consolidate language learning and improve both fluency and correctness.

### The Role of TBLT in Developing Speaking Skills

Task-Based Language Teaching plays a significant role in improving speaking skills. One of the main advantages of this approach is that it creates opportunities for authentic communication.

First, TBLT encourages learners to speak more frequently in the classroom. Since tasks require active participation, students are motivated to express their ideas and interact with classmates.

Second, tasks simulate real-life situations. For example, students may perform tasks such as planning a trip, solving a problem, or discussing a social issue. These activities help learners develop practical communication skills that can be used outside the classroom.

Third, TBLT promotes fluency in speaking. During task performance, learners focus on conveying meaning rather than worrying about grammatical accuracy. This helps them speak more naturally and confidently.

Another important benefit is increased motivation. Task-based activities are usually interactive and engaging, which makes the learning process more enjoyable. When students find tasks interesting and relevant to their lives, they are more likely to participate actively.

Furthermore, TBLT helps learners develop critical thinking and collaboration skills. Many tasks require learners to work in groups, share ideas, and make decisions together. This collaborative learning environment supports language development.

### Challenges of Implementing TBLT

Despite its advantages, implementing Task-Based Language Teaching may present certain challenges for teachers.

One challenge is classroom management. Task-based activities often involve group work and discussion, which can sometimes create noise and make it difficult to control the classroom.


Another challenge is the teacher's role. In TBLT, teachers act as facilitators rather than traditional instructors. Some teachers may find it difficult to adapt to this role and allow students more independence.

Assessment can also be challenging in task-based learning. Traditional tests may not fully reflect students' communicative abilities. Therefore, teachers need to use alternative assessment methods such as performance-based evaluation.

Additionally, large class sizes and limited time may make it difficult to implement task-based activities effectively.

### Conclusion

Task-Based Language Teaching has become an important approach in modern language education. It focuses on meaningful communication and provides learners with opportunities to use language in real-life contexts.



The analysis in this article shows that TBLT can significantly improve learners' speaking skills by increasing interaction, motivation, and confidence. Through task-based activities, learners practice expressing their ideas, negotiating meaning, and collaborating with peers.

Although some challenges may arise during implementation, the benefits of TBLT outweigh its limitations. Teachers can overcome these challenges through careful planning, appropriate task design, and effective classroom management.

In conclusion, integrating Task-Based Language Teaching into language classrooms can greatly enhance the development of speaking skills and contribute to more effective foreign language learning.

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