



## TASK-BASED LANGUAGE TEACHING IN DEVELOPING COMMUNICATIVE COMPETENCE

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**Abstract:** Task-Based Language Teaching (TBLT) has become an effective approach in modern English language education for developing learners' communicative competence. This method emphasizes the use of meaningful tasks that reflect real-life communication, enabling students to use language actively rather than focusing only on grammatical rules. The present study explores how TBLT contributes to improving learners' speaking, listening, interaction, and problem-solving skills. It highlights the importance of learner-centered instruction, collaboration, and authentic communication in the language classroom. The findings indicate that task-based activities such as role-plays, group discussions, information-gap tasks, and problem-solving exercises significantly enhance students' ability to communicate fluently and confidently in English.

**Key words:** Task-Based Language Teaching, communicative competence, English language teaching, learner-centered approach, interaction, authentic communication, language skills, classroom activities, fluency, language learning.

In recent years, English language teaching has undergone significant changes due to the increasing demand for effective communication in a globalized world. Traditional methods that focus mainly on grammar memorization and translation have proven insufficient in developing learners' ability to use language in real-life situations. As a result, modern approaches that emphasize communication and meaningful interaction have gained importance in language education. One of the most influential approaches in this regard is Task-Based Language Teaching (TBLT).

TBLT is an instructional approach that organizes language learning around tasks that require learners to use the target language to achieve a specific outcome. Unlike traditional teacher-centered methods, TBLT places learners at the center of the learning process, encouraging them to actively participate in communication, problem-solving, and collaboration. Through engaging in tasks such as discussions, role-plays, information-gap activities, and projects, students are exposed to authentic language use that reflects real-life communication.

The concept of communicative competence, introduced by Dell Hymes, refers to the ability to use language appropriately and effectively in different social contexts. In language teaching, communicative competence includes grammatical, sociolinguistic, discourse, and strategic competence. Developing these components requires more than just theoretical knowledge; it demands practical experience in using language in meaningful contexts. TBLT




provides such an environment by encouraging learners to focus on meaning rather than form while completing tasks.

In the context of English language teaching, especially as a foreign language, students often face difficulties in speaking and understanding natural speech. They may know grammatical rules but struggle to apply them in real communication. TBLT addresses this gap by creating opportunities for learners to practice language in realistic situations. For example, students may be asked to plan a trip, solve a problem in groups, or conduct interviews, all of which require active use of English.

Furthermore, TBLT promotes learner autonomy, motivation, and collaboration. When students work together to complete tasks, they develop not only language skills but also critical thinking, teamwork, and decision-making abilities. The teacher's role in this approach shifts from being a knowledge provider to a facilitator who guides and supports learners throughout the learning process.

This paper aims to explore the effectiveness of Task-Based Language Teaching in developing communicative competence among English language learners. It focuses on the theoretical background of TBLT, its practical application in the classroom, and its impact on improving students' communicative abilities.


Task-Based Language Teaching (TBLT) is widely recognized as an effective approach for developing learners' communicative competence because it emphasizes the use of language through meaningful and purposeful tasks rather than memorization of grammatical rules. In this approach, students are encouraged to use English actively in real or simulated communication situations, which helps them develop fluency, accuracy, and confidence in language use. According to Willis, tasks are activities where the target language is used by learners for a communicative purpose in order to achieve an outcome [1].



One of the key advantages of TBLT is the development of speaking and interaction skills. For example, in a task where students are asked to "plan a school event," they must discuss ideas, suggest activities, and agree on a final plan in English. During this process, learners naturally use expressions such as "I think we should...", "Let's organize...", and "How about...?". Such tasks create a real communicative environment and reduce learners' fear of making mistakes, allowing them to speak more freely and confidently.

Another important aspect is the use of information-gap activities, which significantly improve listening and comprehension skills. For instance, one student may have a map of a city while another has directions to specific places. They must communicate by asking and answering questions such as "Where is the library located?" or "How do I get to the museum?" In this way, learners are required to listen carefully and respond appropriately, which strengthens their communicative competence [2].

TBLT is also effective in developing problem-solving and critical thinking skills. For example, students may be given a task like "Design a plan to reduce plastic waste in your school." In groups, they must discuss possible solutions, evaluate ideas, and present their final decision in English. This encourages learners to use language for expressing opinions,



agreeing, disagreeing, and justifying their choices. Such activities not only improve language skills but also develop analytical thinking and collaboration [3].

Role-play activities are another important component of TBLT. For example, students can act out real-life situations such as a “job interview” or “buying goods in a shop.” In a job interview role-play, one student acts as an interviewer asking questions like “Why do you want this job?”, while the other responds appropriately. This helps learners practice functional language in a realistic context, which is essential for communicative competence development [4].

Finally, TBLT promotes integrated language skills development and learner autonomy. Through project-based tasks such as preparing presentations or conducting surveys, students use reading, writing, listening, and speaking skills together. This holistic approach makes learning more meaningful and improves students’ ability to use English in real-life communication situations.


In conclusion, Task-Based Language Teaching (TBLT) is an effective and modern approach to language instruction that significantly contributes to the development of learners’ communicative competence. By focusing on meaningful tasks rather than isolated grammar instruction, TBLT creates a learner-centered environment where students actively use English for real communication purposes. This approach helps learners develop fluency, accuracy, and confidence in speaking, listening, reading, and writing.

The analysis shows that different types of tasks such as role-plays, information-gap activities, problem-solving tasks, and project-based learning play an essential role in improving students’ communicative skills. These activities encourage interaction, cooperation, and critical thinking, allowing learners to use language in authentic and purposeful contexts. As a result, students become more motivated and engaged in the learning process.

Furthermore, TBLT shifts the role of the teacher from a traditional knowledge provider to a facilitator who guides and supports learners. This change helps create a more dynamic and interactive classroom environment. Learners not only acquire linguistic knowledge but also develop social and cognitive skills necessary for real-life communication. Overall, the findings confirm that Task-Based Language Teaching is a highly effective methodology for developing communicative competence in English language learners. Its integration into language teaching practices can significantly improve students’ ability to communicate effectively in various social and academic situations.

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