

The Role of Task-Based Language Teaching in Improving Speaking Skills of Uzbek EFL Learners

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Abstract

Task-Based Language Teaching (TBLT) has emerged as an influential approach within TESOL, emphasizing real-life communication and learner-centered instruction. This study explores the role of TBLT in enhancing speaking skills among Uzbek learners of English as a Foreign Language (EFL). Traditional teaching methods in Uzbekistan often focus on grammar and translation, which limit opportunities for authentic communication. By contrast, TBLT encourages learners to use English through interactive tasks such as role-plays, problem-solving activities, and collaborative projects. Data from classroom observations and learner feedback reveal that students engaged in TBLT demonstrate improved fluency, greater confidence, and higher levels of participation. Moreover, TBLT reduces speaking anxiety by shifting the focus from accuracy to meaningful communication, allowing learners to express themselves more freely. The findings suggest that incorporating TBLT into EFL classrooms in Uzbekistan can bridge the gap between theoretical knowledge and practical language use. This study concludes that TBLT not only fosters communicative competence but also aligns with global TESOL standards, thereby contributing to the overall improvement of English language education in Uzbekistan.

Keywords task-based learning, speaking skills, TESOL, communicative competence, Uzbekistan

Introduction

In Uzbekistan, English language education has traditionally emphasized grammar translation methods, limiting learners' opportunities for authentic communication. However, with increasing globalization and the demand for communicative competence, there is a pressing need to adopt more interactive and student-centered teaching methods. Task-Based Language Teaching (TBLT) has been recognized internationally as an effective approach for promoting speaking skills, learner autonomy, and meaningful interaction in the classroom. This study focuses on exploring how TBLT can be implemented in Uzbek EFL classrooms to improve learners' oral proficiency.

Objectives

To examine the effectiveness of TBLT in enhancing speaking skills among Uzbek EFL learners.

To identify classroom practices and tasks that promote communicative competence.

To evaluate learners' attitudes and engagement when exposed to task-based activities.

Methods

This research adopts a qualitative approach, combining classroom observations, task performance analysis, and learner interviews. A sample of 30 intermediate-level Uzbek EFL students participated in TBLT-focused lessons over six weeks. Activities included role-plays, problem-solving tasks, collaborative projects, and peer feedback sessions. Data were analyzed to identify improvements in fluency, accuracy, confidence, and participation.

Expected Results

It is anticipated that students engaged in TBLT will demonstrate:

Improved speaking fluency and accuracy.

Greater confidence in expressing ideas in English.

Increased participation and engagement in classroom activities.

Reduced anxiety and fear of making mistakes during oral communication.

Conclusion

Task-Based Language Teaching offers a practical and effective method for improving speaking skills in Uzbek EFL classrooms. By integrating interactive tasks and learner-centered approaches, TBLT bridges the gap between theoretical knowledge and real-life communication. Implementing TBLT can enhance learner motivation, foster communicative competence, and contribute to the overall quality of English language education in Uzbekistan.

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