

**THE ROLE OF TASK-BASED LANGUAGE TEACHING IN DEVELOPING  
SPEAKING SKILLS AND GRAMMATICAL COMPETENCE**

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**Abstract**

This study investigates how Task-Based Language Teaching (TBLT) could assist students become more skilled talkers and grammaticians. It analyses how task-based activities help students of second languages converse profoundly and utilize the language in real-world circumstances. The advantages of TBLT for learners' language and cognitive progress, its learning benefit, and functional classroom application methods are all contained in this study. Prospective obstacles like task purpose and student involvement are also investigated, and then useful implications for instructors are made. By advancing fluency, accuracy, motivation, and effective learner engagement, TBLT significantly enhances communicative capability, corresponding to the study's outcomes.

**Keywords**

Task-Based Language Teaching, second language acquisition, speaking skills, grammatical competence, communicative language teaching, language pedagogy

**Introduction**

The improvement of learners' conversational abilities is being more influential in innovative language instruction than learning grammar rules by heart. Form-focused teaching is regularly highlighted in traditional teaching attitudes, which may delay students' volume to talk efficiently in everyday circumstances. Task-Based Language Teaching (TBLT) has developed as a narrative and pupil-centered approach in reaction to these restrictions. According to TBLT, language is not a target of study but rather a device for communication. With this technique, learners are persuaded to enthusiastically apply the target language to complete tasks that are related to daily life. Corresponding to study, TBLT enables the expansion of grammatical capability and speaking capabilities over engagement and daily language function.

**1. The Educational Value of Task-Based Language Teaching**

Communicative language instruction assumptions and real-world task implementation are linked in task-based language educating. Nunan describes a task as an action where students use language to do a particular purpose with a prime focus on meaning (3). Pre-task, task cycle, and post-task are the three basic stages of TBLT instruction. (4). Teachers present the topic, draw on students' previous knowledge, and assign any crucial language or objects throughout the pre-task stage. The task cycle assists learners to finish communication tasks involving role-acting, problem-solving, and decision-making. Throughout the post-task stage, learners assess their performance and get instructor comments. Tasks naturally raise speaking confidence, as Jane Willis (1996) emphasizes in her influential work. A Framework for Task-Based Learning, according to Willis, throughout the task cycle, pupils focus on freely stating significance without regarding correctness right away, which concerns and proceed oral communication belief. She claims that learners are reinforced to try out new language through recurring task demonstration, which results in more shifting and real speech. According to her, speaking proficiency develops by purposeful application as opposed to recurring recurrence.

## **2. Intellectual and Language Advantages of TBLT**

TBLT promotes critical thinking and problem-solving capabilities from an intellectual perspective. While concluding tasks, pupils must arrange views, value data, and negotiate meaning. Language understanding and memory retaining are enhanced by these intellectual methods. By meaningful language, TBLT also advances grammatical development. Learners continually become alert of their grammatical intelligence gaps when they effort to take perceptions throughout tasks. This consciousness, which Schmidt implies to as the observing procedure, is necessary for learning a second language (5).

## **3. The Role of TBLT in Improving Speaking Skills**

Helpful influences on verbal communication capability are among TBLT's most significant advantages. Students must converse with partners, share data, and voice data to complete assignments. Through these exercises, learners can organically correspond vocally and obtain self-confidence and smoothness (6). Students are persuaded to discuss meaning, seek explaining, and restate their viewpoint when they cooperate with one another through plans. Long says that interaction is crucial to language acquiring as it gives learners occasion to alter their linguistic use and immediate comment (2).

## **4. Integrating Grammar Development Through Tasks**

In spite of its concentration on communication, TBLT does not look through grammatical teaching. As an alternative, grammar is qualified through significant communication circumstances. The post-task phasestage when instructors focus grammatical forms and prepare practical assessment is very positive to grammar progress. (1). Furthermore, involving grammar into tasks promotes student-centered learning and admitting self-sufficiency. Students take possession of their language usage and dynamically partake in the learning method. By originating behavior that stimulates interface, presenting scaffolding when required, and giving effective analysis after tasks are concluded, instructors take on the role of organizers. With the advantage of this guided assistance, students can gradually boost their grammatical accurateness without surrendering fluency. Improved learner motive and certainty is a significant advantage of task-based grammar combination. Pupils are more involved in class actions when they apply language as a means of stating their own views, viewpoints, and incidents. Communicative tasks foster meaningful connection, which decreases worry and raises language risk-taking. This ultimately outcomes in more natural and spontaneous discussion.

## **5. Challenges and Recommendations**

Applying TBLT may have substantial obstacles even if it has its advantages. Teachers ought to specify clear roads and create projects that are appropriate for the language competence of their learners. For TBLT to be instigated effectively, teacher training is required, and TBLT have to be used in union with other language training tactics rather than in place of them. The challenge of striking a balance involving accurateness and fluency is one of the chief barriers to combining grammar progress through task-based language teaching. Even though TBLT targets a strong highlighting on meaningful interaction, learners might be more worried with expressing their considerations than with using accurate grammar. Because of this, learners can obtain fluency without succeeding in sufficient linguistic exactness. To sustain the efficacy of grammar

lessons, instructors must precisely craft obligations and give significant reply.

Task-based language teaching can integrate grammar growth more effectively by succeeding in a few implications. First, instructors ought to generate tasks that discover a balance between correct accuracy and communicative meaning. Tasks must inspire learners to correspond significantly while operating unique grammatical constructions. While post-task feedback could aid learners in classifying and agreeing with their mistakes, pre-task actions can demonstrate target linguistic types. Second, the improvement of teachers' understanding of task-based language training concepts and methods must be the key goal of teacher training systems. Workshops for trained development and pointer-on training can help coaches become more convinced while initiating and performing grammar-focused tasks. Cooperation and continuing support amongst instructors can develop regular teaching.

## **6. Conclusion**

An innovative and successful approach for studying a second language is task-based language educating. Speaking capabilities and grammatical competency are both strengthened by TBLT, which sits a strong highlighting on significant communication and real-practical language use. Learners gain self-confidence, accurateness, and articulation in collaboration, task repeating, and contextualized grammatical training. The results of this study show that pupils' development of autonomous learning skills is greatly impacted by digital technologies. The conclusions prove that students dynamically utilize digital resources, instructional software, and online programs to boost their learning consequences. With the assistance of these tools, scholars might study at their own speed and have flexible access to instructional resources. Digital learning circumstances also raise scholars' motive and engagement, allowing them to study. A lot of learners have similar interactional instruction approaches that enhance their intellectual capacity of challenging disciplines, corresponding online discussions, virtual simulations, and video lectures. The results also demonstrate that digital learning activities assist learners increase their key thinking and problematic-solving capabilities. The consequences also indicate that instructors are fundamental in aiding learners to practise digital devices effectively. Learners could choose reliable data resources and operate reliable intellectually with the aid of proper instruction and supervision. Generally, the findings demonstrate that combining digital tools into the school room develops students' volume for self-sufficient acquiring.

## **References**

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