

THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING (TBLT) TO DEVELOP ACADEMIC SPEAKING SKILLS IN EFL UNDERGRADUATES

Ismoilov Ibrokhimjon Bekpulat ugli

Student of Karshi International University

Tel: +998 95 066 08 12 | Email: ismoilovibrohimjon18@gmail.com

ORCID: <https://orcid.org/0009-0000-8523-9050>

Scientific Supervisor: Rakhmonova Mokhinur Zohidovna

Lecturer of Philology and english language at Karshi International University

Abstract: This study checks how Task-Based Language Teaching (TBLT) helps university students improve their academic speaking skills. Traditional teaching methods usually focus too much on grammar rules, so students find it hard to speak naturally and fluently. TBLT changes this focus by using practical, real-world tasks like academic debates and group problem-solving. We tested this method with university students over 10 weeks. The results show that TBLT significantly improves students' fluency, word choice, and communication confidence in real academic settings.

Keywords: Task-Based Language Teaching, TBLT, academic speaking, communicative competence, EFL undergraduates, higher education, pedagogy.

EFL TALABALARIDA AKADEMIK GAPIRISH KO‘NIKMALARINI RIVOJLANTIRISHDA “TASK-BASED LANGUAGE TEACHING” (TBLT) METODINI QO‘LLASH

Ismoilov Ibrohimjon Bekpulat o‘g‘li

Qarshi xalqaro universiteti talabasi

+998 95 066 08 12 ismoilovibrohimjon18@gmail.com

ORCID: <https://orcid.org/0009-0000-8523-9050>

Ilmiy rahbar: Rahmonova Mohinur Zohidovna

Qarshi xalqaro universiteti Filologiya va ingliz tili o‘qituvchisi

Annotatsiya: Ushbu tadqiqot ingliz tilini ikkinchi til sifatida o‘rganayotgan talabalarda akademik gapirish ko‘nikmalarini oshirishda “Task-Based Language Teaching” (TBLT, topshiriqqa asoslangan ta’lim) usulining samaradorligini o‘rganadi. Odatiy dars usullari ko‘pincha grammatikaga ko‘p e’tibor qaratgani uchun talabalarda erkin va ravon gapirish

ko‘nikmasi yetishmaydi. TBLT usuli esa e’tiborni qoidalarga emas, balki real muloqot va topshiriqlarni bajarishga qaratadi. 10 hafta davomida o‘tkazilgan amaliy tadqiqot natijalari shuni ko‘rsatdiki, ushbu usul talabalarning nutq ravonligini, so‘z boyligini va darsdagi muloqot faolligini sezilarli darajada oshiradi.

Kalit so‘zlar: TBLT, topshiriqqa asoslangan ta’lim, akademik gapirish, muloqot ko‘nikmasi, EFL talabalari, oliy ta’lim, pedagogika.

Introduction

In university, english as a Foreign Language (EFL) students need good academic speaking skills. Academic speaking means sharing ideas, explaining research, taking part in debates, and giving formal speeches. However, many students face a big problem. They know english grammar and words well, but they cannot speak fluently during real discussions. The traditional Presentation-Practice-Production (PPP) method does not solve this problem. In PPP, the teacher talks most of the time and focuses mainly on grammar rules. Students practice scripted sentences, so they do not learn how to speak naturally.

To help students, schools use Task-Based Language Teaching (TBLT). In TBLT, students learn a language by using it to complete real tasks, not by doing grammar exercises. A standard TBLT lesson has three steps: pre-task (getting ready), task cycle (doing the activity in groups), and language focus (checking useful grammar and vocabulary afterwards). This study explores how TBLT improves university students' academic speaking ability.

Methods and Materials

This study lasted 10 weeks and involved 60 second-year undergraduate EFL students. We divided the students into two equal groups:

1. **Control Group (30 students):** Learned speaking using the traditional PPP method with textbooks and prepared dialogues.
2. **Experimental Group (30 students):** Learned speaking through the TBLT framework.

Teaching Steps: The Experimental Group completed practical academic tasks. They worked in teams to solve complex problems, participated in group debates, and prepared role-play presentations (such as mock academic conferences).

Assessment Tools: All students took speaking tests before and after the 10-week program. We evaluated their performances based on four main criteria: Fluency and Coherence, Lexical Resource, Grammatical Accuracy, and Interactive Communication.

Results and Discussion

After 10 weeks, both groups improved, but the experimental group made much better progress in speaking naturally.

Assessment Criteria (Max 10 points)	Control Group (PPP) Post-Test Mean	Experimental Group (TBLT) Post-Test Mean
Fluency and Coherence	6.2	8.1
Lexical Resource	6.5	7.9
Grammatical Accuracy	7.1	7.3
Interactive Communication	5.9	8.4

The table shows that the Control Group kept a stable score in grammar (7.1 vs 7.3). However, the Experimental Group scored much higher in Fluency (8.1) and Interactive Communication (8.4).

During the tasks, students in the TBLT group had to explain their thoughts, ask for clarification, and find alternative words when they forgot a specific term. This real need to communicate helped them activate their vocabulary and lowered their fear of making grammar mistakes. As a result, the TBLT approach helped students speak more naturally, just like in real academic life.

Conclusion

The results of this study prove that Task-Based Language Teaching (TBLT) is very effective for improving students' academic speaking skills. By focusing on practical goals instead of strict grammar rules, TBLT gives students the confidence to express their thoughts clearly. Moving from traditional teaching to TBLT requires teachers to act as guides rather than lecturers. Nevertheless, the benefits are clear. Integrating meaningful tasks into university EFL classes improves speaking fluency and helps students build strong critical thinking and teamwork skills.

References

1. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
2. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
3. Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.