

THE IMPACT OF TASK BASED LANGUAGE TEACHING ON ENGLISH SPEAKING SKILLS

Utegenova Janar

Master's degree of Webster University in Tashkent

<https://doi.org/10.5281/zenodo.22011723>

Abstract. This article analyzes the impact of TBLT on English speaking skills by examining its influence on fluency, grammatical accuracy, vocabulary development, pronunciation, communicative confidence, learner motivation, and interactional competence. The analysis demonstrates that well designed communicative tasks significantly improve learners' speaking ability while creating an active and learner centered classroom environment.

Keywords: Task Based Language Teaching, speaking skills, communicative competence, oral proficiency, fluency.

The ability to communicate effectively in English has become an essential requirement in education, employment, and international communication. Among the four language skills, speaking is often regarded as the most challenging because it requires learners to produce language spontaneously while simultaneously applying vocabulary, grammar, pronunciation, listening comprehension, and interactional strategies. Many students possess sufficient theoretical knowledge of English but experience hesitation and anxiety when participating in real conversations. This gap between language knowledge and language use has encouraged educators to adopt communicative teaching approaches that emphasize meaningful interaction rather than mechanical practice [4, 639-644].

Task Based Language Teaching represents one of the most effective learner centered approaches for developing speaking proficiency. Unlike traditional methods that introduce grammatical structures before communication, TBLT encourages learners to complete meaningful tasks using the language they already know while gradually expanding their linguistic competence.

Task based lessons commonly include activities such as role plays, interviews, debates, discussions, information gap tasks, problem solving activities, storytelling, project work, and presentations. These activities simulate authentic communication and require learners to express opinions, ask questions, explain ideas, and respond appropriately to others. As learners participate in such tasks, they gradually become more confident and develop greater control over spoken English [3, 45-52].

One of the most significant contributions of TBLT is the improvement of speaking fluency. Regular participation in communicative tasks enables learners to organize their thoughts more quickly and express themselves with fewer pauses and less hesitation. Instead of concentrating exclusively on grammatical correctness, students focus on conveying meaning successfully. As a result, speaking becomes more natural, spontaneous, and effective. Repeated communicative practice gradually increases learners' confidence and willingness to participate in classroom discussions [5].

Although fluency is emphasized, Task Based Language Teaching also supports grammatical accuracy. During task completion, learners communicate freely without excessive interruption. After the task, teachers provide feedback, highlight common language errors, and

encourage learners to improve their grammatical performance. This combination of communication and reflection allows students to develop accuracy without reducing their motivation to speak.

Vocabulary development is another important outcome of task based instruction. Learners acquire new words and expressions while completing meaningful communicative activities rather than memorizing isolated vocabulary lists. Continuous exposure to authentic language use improves lexical retention and enables students to apply newly learned vocabulary appropriately in different communicative situations. Likewise, pronunciation develops through frequent oral interaction, repeated speaking practice, and constructive teacher feedback, resulting in clearer and more intelligible speech [2].

Task Based Language Teaching also strengthens interactional competence. Through pair work and group activities, learners practice essential communication strategies such as initiating conversations, maintaining discussions, asking for clarification, negotiating meaning, expressing agreement or disagreement, and responding to different viewpoints. These interactional abilities prepare students for authentic communication beyond the classroom and contribute to the development of overall communicative competence.

Another important advantage of TBLT is its positive influence on learner motivation and confidence. Because tasks usually involve collaboration, creativity, and real world situations, students become more actively engaged in learning. The classroom atmosphere becomes less stressful since successful communication is valued more than perfect grammatical performance. Consequently, learners are more willing to take risks, experiment with language, and participate actively in speaking activities. Such experiences gradually reduce speaking anxiety and increase learners' confidence in using English [1].

The successful implementation of Task Based Language Teaching depends on careful lesson planning and appropriate task design. Teachers should select tasks that correspond to learners' proficiency levels, interests, and communicative needs. Clear instructions, sufficient preparation time, effective classroom management, and constructive feedback are essential for achieving positive learning outcomes. Furthermore, assessment should evaluate not only grammatical accuracy but also fluency, interaction, pronunciation, vocabulary use, and the successful completion of communicative tasks.

In conclusion, Task Based Language Teaching provides an effective framework for developing English speaking skills because it integrates language learning with meaningful communication. Through authentic and purposeful tasks, learners improve fluency, grammatical accuracy, vocabulary, pronunciation, interactional competence, motivation, and communicative confidence. By transforming language classrooms into interactive learning environments, TBLT enables students to develop practical speaking abilities that can be applied successfully in academic, professional, and everyday communication. Therefore, integrating task based instruction into English language classrooms can significantly enhance learners' oral proficiency and support long term communicative development.

Adabiyotlar, References, Литературы:

1. Ario, H., & Jaya Nur Iman, J. N. I. (2025). THE IMPACT OF TASK-BASED LANGUAGE TEACHING ON ENGLISH SPEAKING PROFICIENCY (Doctoral dissertation, Universitas Indo Global Mandiri).

2. Díaz, D. G., Parra, J. A., Leyva, N. L., Herrera, E. M., & Zambrano, L. D. (2023). The Impact of Task-Based Language Teaching on English as a EFL Learners' Speaking Proficiency and Motivation. *Ciencia Latina Revista Científica Multidisciplinar*, 7(3), 3796-3810.
3. Khan, A. K., Wong, S., & Chen, M. (2023). The role of task-based language teaching (TBLT) in enhancing students' speaking skills in English as a second language. *Research Studies in English Language Teaching and Learning*, 1(1), 45-52.
4. Maftuna, A. (2024). The Role of Task-Based Language Teaching (TBLT) in Enhancing Speaking Skills. *IMRAS*, 7(6), 639-644.
5. Numonovna, A. B., & Shaxnoza, R. (2026). THE EFFECTIVENESS OF TASK BASED LANGUAGE TEACHING IN DEVELOPING SPEAKING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE LEARNERS. *Shokh Articles Library*, 1(1).