

TASK-BASED LANGUAGE LEARNING AS MODERN APPROACH TO ENGLISH LANGUAGE TEACHING**Egamberganova Gulhayo Adamboy kizi**gulhayoegamberganova089@gmail.com

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ANNOTATION: This article provides a general overview of Task-Based Language Learning (TBLL), focusing on its main principles, objectives, and role in modern language education. It discusses how TBLL encourages learners to acquire language naturally through performing communicative tasks and engaging in real-life situations. The paper outlines the key features that distinguish TBLL from traditional teaching methods, highlighting both its advantages and possible limitations. It also offers theoretical and practical insights that may help teachers apply this approach effectively in the classroom, emphasizing the importance of interactive and communicative learning in developing English language proficiency.

KEY WORDS: Task-based language learning(TBLL), task-based language teaching(TBLT), conventional approach, pre-task, while-task, post-task, communicative competence, brainstorming,

Learning a foreign language is not a simple process; it requires time, effort, and persistence. However, adopting effective teaching and learning methods can make this process more efficient and engaging. One of the most effective approaches in modern language education is Task-Based Language Learning (TBLL), it also known as task-based instruction (TBI), focuses on the use of authentic language to complete meaningful tasks in the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcomes (the appropriate completion of real-world tasks) rather than on accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and student confidence. As such, TBLT can be considered a branch of communicative language. Task-Based Language Learning (TBLL) is a modern approach of teaching languages that places an emphasis on learning via the accomplishment of worthwhile, practical activities. In contrast to conventional approaches, which emphasize memorization of vocabulary lists and grammar rules, TBLL encourages students to utilize the target language as a tool to achieve certain communicative objectives. By placing students in real-world scenarios that call for the use of language for practical objectives—like problem-solving, event organizing, or information sharing—TBLL aims to improve their communicative competence. Task-based language teaching (TBLT) is a unique teaching strategy that views learning as an active process involving learners planning and executing TBL activities, thus reducing the absorption of the exercise to a grammatical system in an educational context[1]. According to the TBLL paradigm, learning happens organically as students engage with one another, work together to accomplish tasks, and negotiate meaning. Instead of using mechanical drills, this method enables individuals to learn language instinctively through purposeful application. Instead than focusing on grammatical purity, the focus is on fluidity and useful communication. Learners progressively get better at using the language correctly and responsibly in everyday situations through consistent task performance, reflection, and feedback. These two types of tasks complement each other in the process of language learning. While real-world tasks help learners develop communicative competence by simulating authentic situations, pedagogical tasks provide the necessary linguistic support and structured practice that prepare learners for real-life communication[2]. Furthermore there are some advantages of TBLL:

1. Task-based learning facilitates the transition of the learning focus from teacher-centered instruction to a learner-centered approach.
2. It enables learners to perceive language as a functional instrument for communication rather than merely an end goal of study.
3. This method bridges the gap between theoretical knowledge and its practical application in real-life contexts.
4. Moreover, task-based activities assist in addressing learners' immediate communicative needs and provide a structured framework for designing engaging and needs-oriented lessons.

So a typical TBLL lessons involved three phases:

PRE-TASK: Students are exposed to the subject and the primary goal during the pre-task phase, which acts as a preparatory phase. At this point, teachers give students the language input they need to finish the assignment successfully and assist them in understanding what they will be doing. Brainstorming, talking about related terms, or examining sample texts or dialogues are a few examples of activities. Willis (1996) asserts that by acquainting students with the nature of the work and its needs, this phase activates their prior knowledge and reduces anxiety. Examples of activities include presenting important terms, playing a video on the subject, or talking about actual events that pertain to the work at hand[3].

WHILE-TASK: The TBLL approach's core component is the while-task or task cycle. In this stage, students work in small groups or pairs to complete the primary communication goal. Since students are encouraged to utilize the language to accomplish a certain task or find a solution to an issue, the emphasis here is on meaning rather than form. Teachers serve as facilitators, keeping an eye on and encouraging dialogue rather than cutting it short to rectify mistakes. Typically, this stage consists of three subphases:
Assignment: Students use the target language to finish the assignment.
Planning: Students get ready to share their findings or outcomes.
Report: Teams present their findings to the class.

POST-TASK: This phase emphasizes language analysis and introspection. Following the completion of the primary activity, students evaluate their work, talk about how they performed, and concentrate on linguistic accuracy. TBLL focuses on students doing meaningful tasks by using the target language and assessment is primarily based on task outcomes rather than accuracy of language form[4]. To reinforce particular grammatical or lexical elements that surfaced throughout the work, teachers can highlight frequently used language forms, correct mistakes, or lead practice exercises. In order to convert communicative experiences into language acquisition results, this stage is essential. It helps pupils internalize the language they have used by bridging the gap between correctness and fluency. Common exercises include vocabulary reinforcement, grammatical instruction, feedback sessions, and performance comparisons.

CONCLUSION

This study concludes that Task-Based Language Learning (TBLL) is an effective and modern approach to English language teaching that focuses on real-life communication rather than traditional grammar-based instruction. Through meaningful and practical tasks, TBLL enables learners to acquire the language naturally and use it as a tool for authentic interaction. It helps improve learners' fluency, accuracy, and confidence while increasing their motivation and participation in the learning process. Although TBLL offers many advantages, its successful application depends on factors such as teacher preparation, availability of resources, and a supportive learning environment. In contexts where conventional methods prevail, applying

TBLL may require flexibility and adaptation. Overall, TBLL provides valuable opportunities for learners to develop communicative competence and effectively use English in real-life situations.

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