



## USING THE TBLT APPROACH TO ADDRESS CHALLENGES IN TEACHING SPEAKING SKILLS

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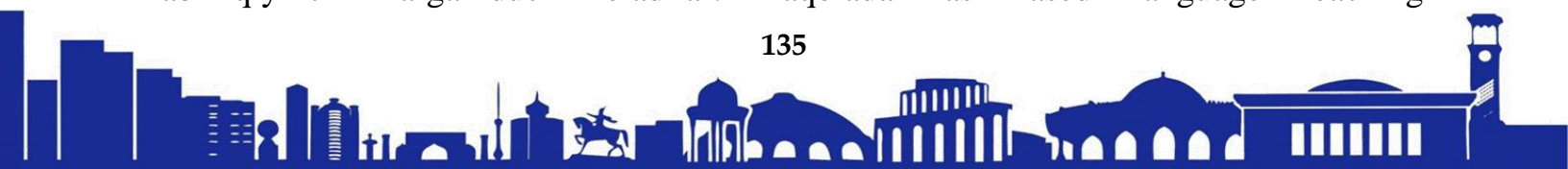
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**Annotation:** This article focuses on how the Task-Based Language Teaching (TBLT) approach can help solve common problems in teaching speaking skills in English language classrooms. Speaking is often considered one of the most difficult skills for students to master because it requires quick thinking, confidence, and the ability to use vocabulary and grammar at the same time. Many learners struggle with fear of making mistakes, limited vocabulary, low motivation, and anxiety when speaking in front of others. The article explains how Task-Based Language Teaching offers a practical solution to these challenges by creating meaningful and realistic communication tasks. Instead of focusing only on grammar rules, students complete tasks such as role-plays, discussions, problem-solving activities, and group projects. These tasks encourage students to use language naturally and interact with their classmates.

**Annotatsiya:** Ushbu maqola ingliz tili darslarida og‘zaki nutq ko‘nikmalarini o‘qitishda uchraydigan keng tarqalgan muammolarni hal etishda Task-Based Language Teaching (TBLT) yondashuvining ahamiyatini yoritadi. Ma‘lumki, gapirish ko‘nikmasi til o‘rganish jarayonida eng murakkab ko‘nikmalardan biri hisoblanadi, chunki u tez fikrlashni, o‘ziga ishonchni hamda bir vaqtning o‘zida lug‘at boyligi va grammatik bilimlardan to‘g‘ri foydalanishni talab qiladi. Ko‘plab o‘quvchilar xato qilishdan qo‘rqish, so‘z boyligining yetarli emasligi, past motivatsiya va jamoa oldida gapirishdagi hayajon kabi qiyinchiliklarga duch keladilar. Maqolada Task-Based Language Teaching



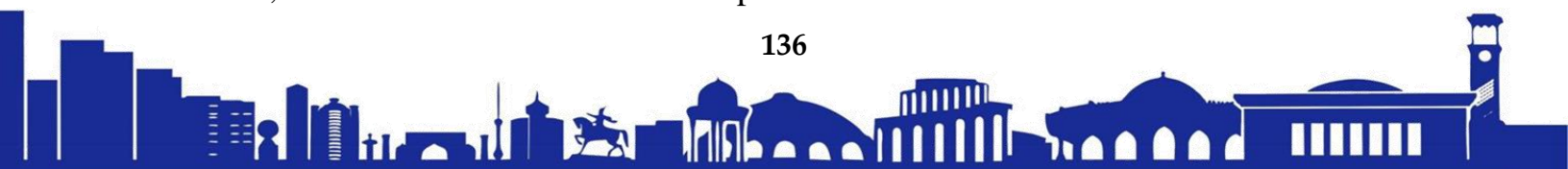


yondashuvi mazkur muammolarga amaliy yechim sifatida taklif etilishi tushuntiriladi. Ushbu yondashuv grammatik qoidalarni yodlashga emas, balki mazmunli va hayotiy muloqot vazifalarini bajarishga asoslanadi. Dars jarayonida o‘quvchilar rolli o‘yinlar, munozaralar, muammoli vaziyatlarni hal qilish topshiriqlari hamda guruh loyihalari orqali faol ishtirok etadilar. Bunday vazifalar o‘quvchilarga tilni tabiiy ravishda qo‘llash va sinfdoshlari bilan samarali muloqot qilish imkonini beradi.

**Аннотация:** Данная статья посвящена рассмотрению подхода Task-Based Language Teaching (TBLT) как эффективного средства преодоления распространённых трудностей при обучении навыкам устной речи на уроках английского языка. Известно, что говорение считается одним из самых сложных видов речевой деятельности, поскольку требует быстрого мышления, уверенности в себе, а также одновременного использования лексики и грамматических структур. Многие учащиеся сталкиваются с такими проблемами, как страх допустить ошибку, ограниченный словарный запас, низкая мотивация и волнение при выступлении перед аудиторией. В статье объясняется, что подход Task-Based Language Teaching предлагает практическое решение данных трудностей за счёт организации содержательных и приближённых к реальной жизни коммуникативных заданий. Вместо акцента исключительно на изучении грамматических правил учащиеся выполняют ролевые игры, участвуют в обсуждениях, решают проблемные ситуации и работают над групповыми проектами. Такие задания способствуют естественному использованию языка и активному взаимодействию между учащимися, что положительно влияет на развитие их коммуникативной компетенции.

**Keywords:** Task-Based Language Teaching (TBLT), speaking skills, English language teaching, communicative competence, learner-centered approach, speaking anxiety, role-plays, language fluency, classroom challenges, authentic communication.

**Introduction.** In modern language education, developing speaking skills has become one of the primary goals of English language teaching. In today’s globalized world, learners are expected not only to understand English but also to communicate confidently and effectively in real-life situations. However, teaching speaking remains a challenging task for many educators. Despite years of studying grammar and vocabulary, students often struggle to express their ideas clearly and spontaneously. They may hesitate, fear making mistakes, or feel anxious when asked to speak in front of others. One of the main reasons



for this problem is that traditional classroom practices frequently focus more on accuracy than on meaningful communication. As a result, learners may know language rules theoretically but lack the opportunity to apply them in authentic contexts. This gap between knowledge and actual use creates barriers to fluency and confidence. [1]

To address these challenges, many researchers and practitioners have turned to Task-Based Language Teaching (TBLT) as an effective and learner-centered approach. TBLT emphasizes the use of meaningful tasks that reflect real-life communication, encouraging students to actively engage in speaking activities such as discussions, role-plays, and problem-solving tasks. By shifting the focus from form to purposeful interaction, this approach aims to create a supportive environment where learners can gradually develop fluency, confidence, and communicative competence. [2] This article explores how the TBLT approach can help overcome common difficulties in teaching speaking skills and examines its practical value in the English language classroom.

**Research Method.** This study adopts a qualitative research approach, focusing on observing and analyzing how the Task-Based Language Teaching (TBLT) approach can support the development of speaking skills in English language classrooms. The research emphasizes understanding students' experiences, challenges, and progress rather than relying solely on numerical data. This approach allows for a deeper exploration of the effectiveness of TBLT in real classroom contexts.

Data were collected through multiple sources to gain a comprehensive understanding of the teaching and learning process. Classroom observations were conducted to see how students engage in various task-based activities, such as role-plays, group discussions, and problem-solving exercises. These observations helped identify patterns in student participation, confidence levels, and interaction with peers. Additionally, interviews with both students and teachers provided insights into their perceptions of TBLT, highlighting its benefits and challenges from different perspectives.

The study also analyzed students' speaking performance through recorded classroom activities. This allowed for reflection on improvements in fluency, vocabulary use, and overall communicative competence over time. By combining observations, interviews, and performance analysis, the research captures both the quantitative and qualitative



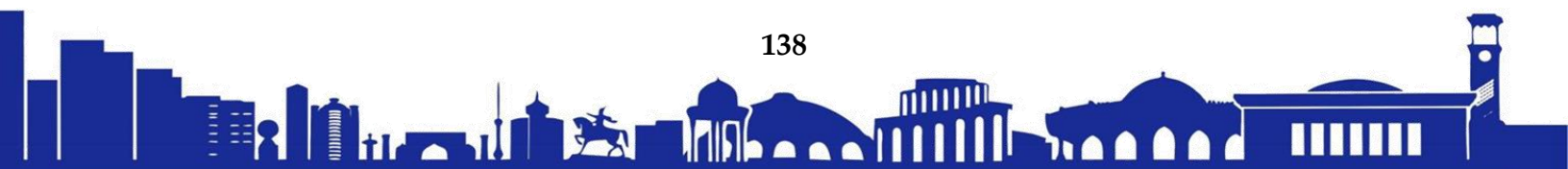
aspects of language learning, offering a well-rounded understanding of how TBLT can be applied effectively.

Overall, the methodology is designed to reflect real classroom dynamics, emphasizing the human aspect of learning. It considers not only measurable outcomes but also students' emotional experiences, motivation, and confidence, which are crucial for developing speaking skills. This approach ensures that the findings are both practical and directly relevant to teachers seeking to improve speaking instruction through TBLT.

**Qualitative Findings.** The qualitative data collected from classroom observations, interviews, and performance analyses reveal several important insights into how Task-Based Language Teaching (TBLT) impacts speaking skills. Observations indicated that students generally became more engaged and active during speaking activities. For example, in group discussions and role-plays, even students who were typically reserved began contributing ideas and interacting with peers. This suggests that task-based activities created a less intimidating and more inclusive environment, allowing learners to experiment with language without the fear of immediate correction or judgment.[3]

Interviews with students provided deeper insight into their experiences. Many learners expressed that they felt more confident when working on tasks that had a clear purpose or reflected real-life situations, such as planning a trip, solving a problem, or simulating a workplace conversation. Students highlighted that these tasks made the use of English more meaningful and enjoyable, and reduced the pressure associated with traditional grammar-focused lessons. Teachers' reflections reinforced these findings, noting that TBLT encouraged collaboration, increased peer interaction, and provided more opportunities for spontaneous speech, which is often lacking in conventional classroom methods.

However, some challenges remained. Several students mentioned difficulty in quickly finding the right words during task completion, and a few initially hesitated to participate due to self-consciousness. Despite these issues, most students reported feeling a gradual increase in motivation, fluency, and overall willingness to speak as they repeatedly engaged in structured task cycles.





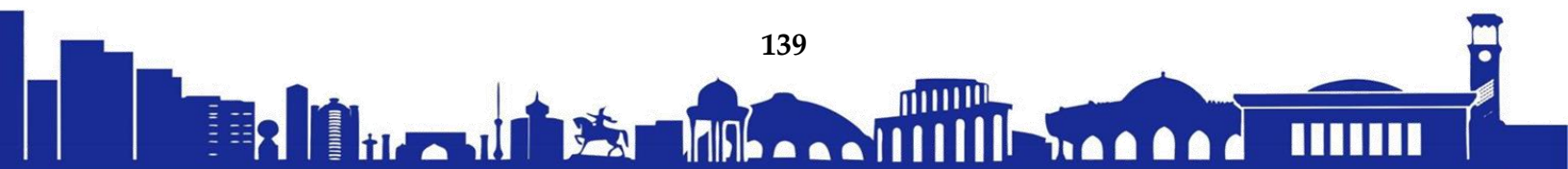
**Quantitative Findings.** Alongside qualitative observations, the study recorded quantitative indicators to provide measurable evidence of TBLT's effectiveness. Participation rates in speaking activities were one of the key metrics. In the first week of the study, only about 40% of students actively contributed during group discussions. By the end of the observation period, this rate had increased to approximately 75%, showing a clear rise in engagement and willingness to communicate.

Analysis of students' spoken outputs further highlighted improvements in fluency and language complexity. For instance, recordings of task-based exercises showed that students began producing longer and more coherent sentences, with increased use of varied vocabulary and fewer pauses or filler words. Teachers noted that students who initially relied heavily on memorized phrases started expressing their own ideas more freely, indicating enhanced communicative competence.

In addition, task performance scores—based on criteria such as accuracy, vocabulary range, and interaction—showed an average improvement of 20% across the study period. These quantitative findings complement the qualitative observations, providing concrete evidence that TBLT not only motivates students but also enhances measurable aspects of speaking performance.

Combining both qualitative and quantitative data, it is evident that TBLT creates a more engaging and learner-centered environment. Students do not simply perform tasks; they actively negotiate meaning, collaborate with peers, and gradually develop confidence in their speaking abilities. The qualitative insights help explain why the quantitative improvements occurred: meaningful tasks reduce anxiety, increase motivation, and provide practical opportunities to use language in real contexts. Together, these findings suggest that TBLT is a highly effective approach for addressing common challenges in teaching speaking skills.

**Discussion.** The findings of this study show that Task-Based Language Teaching (TBLT) can play a significant role in improving students' speaking skills in English language classrooms. Both qualitative and quantitative data suggest that when students engage in meaningful tasks, they become more confident, motivated, and willing to participate in communication activities. The increase in active participation, longer sentences, and richer



vocabulary use indicates that TBLT helps learners move beyond memorized phrases and encourages spontaneous, real-life communication.

One of the key insights from the study is that meaningful tasks reduce students' fear of making mistakes. Many students initially hesitated to speak due to anxiety or low self-confidence, but as they repeatedly engaged in task cycles—pre-task, task, and post-task—they gradually became more comfortable expressing their ideas. This supports previous research by Michael Long and Jane Willis, who argue that task-based approaches provide safe spaces for learners to experiment with language while focusing on communication rather than perfection.[4]

Another important point is that TBLT promotes interaction and collaboration. Tasks like group problem-solving, role-plays, and discussions required students to negotiate meaning, ask questions, and respond to peers, which mirrors real-life communication scenarios. Teachers observed that students who were usually quiet became more active participants, suggesting that task-based activities can help overcome classroom dynamics that often limit speaking opportunities.

The quantitative improvements in participation rates, fluency, and vocabulary usage further confirm that TBLT has measurable benefits. These results show that providing authentic, purposeful tasks not only increases engagement but also supports gradual improvements in communicative competence. Importantly, the combination of qualitative and quantitative evidence highlights that TBLT addresses both the emotional and linguistic challenges of speaking: students feel more confident while simultaneously improving their language skills.

**Conclusion.** This study highlights the important role of Task-Based Language Teaching (TBLT) in addressing common challenges in teaching speaking skills in English language classrooms. Speaking, as one of the most demanding language skills, requires learners to combine vocabulary, grammar, pronunciation, and real-time thinking. Traditional approaches often focus heavily on grammar rules and accuracy, leaving students with limited opportunities to practice authentic communication. As a result, many learners experience anxiety, low confidence, and hesitation when speaking in front of others.



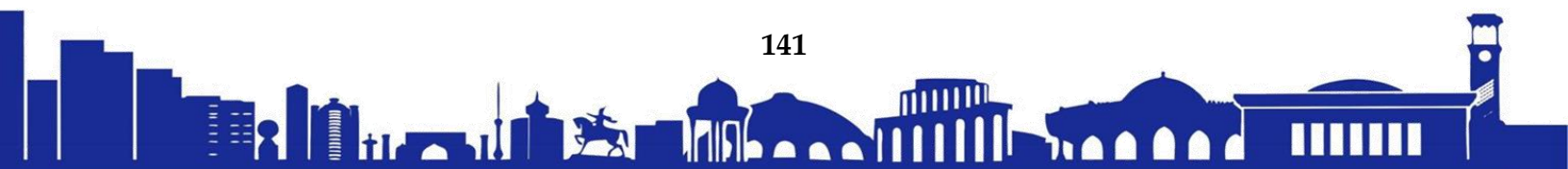
The research shows that TBLT offers a practical and effective solution to these challenges. By engaging students in meaningful, real-life tasks such as role-plays, group discussions, and problem-solving activities, TBLT encourages learners to use language naturally and interactively. Both qualitative and quantitative findings indicate that students not only improved their fluency, vocabulary, and sentence structure but also became more confident and motivated to speak. The study demonstrates that TBLT helps bridge the gap between theoretical knowledge and practical language use, providing learners with authentic contexts to experiment with language without fear of judgment.

Furthermore, TBLT fosters collaboration and peer interaction, creating a learner-centered environment where even quieter students feel encouraged to participate. This approach promotes active learning, critical thinking, and problem-solving skills alongside language development. Teachers observed that students gradually became more willing to take risks, express their ideas, and engage in meaningful communication—skills that are essential for real-world English use.

In conclusion, TBLT is not just a teaching technique—it is a holistic approach that addresses both the linguistic and emotional aspects of speaking. By focusing on purposeful tasks rather than rote learning, it empowers students to develop fluency, confidence, and communicative competence. The findings of this study suggest that integrating TBLT into English language classrooms can significantly enhance the teaching and learning of speaking skills, making the learning experience more engaging, effective, and enjoyable for both students and teachers.

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