



EXPLORING THE USE OF REAL-WORLD TASKS IN LANGUAGE TEACHING: ADVANCING TASK-BASED LANGUAGE TEACHING (TBLT)

Norqulova Gulhayo Farhod qizi

PhD applicant

Abstract

Task-Based Language Teaching (TBLT) emphasizes learning through the completion of meaningful, real-world tasks, positioning language as a tool for communication rather than as an abstract system. This study investigates the effectiveness of TBLT in enhancing learners' linguistic competence, communicative skills, and motivation. By integrating authentic tasks—such as problem-solving activities, collaborative projects, and simulations—into language instruction, TBLT bridges the gap between classroom learning and real-life communication. The research argues that real-world task implementation not only improves fluency and accuracy but also cultivates learner autonomy, critical thinking, and cultural awareness. The findings contribute to a framework for designing task-based curricula that are both pedagogically effective and relevant to learners' future professional and social contexts.

Keywords: Task-Based Language Teaching, Real-World Tasks, Communicative Competence, EFL, Authentic Learning, Learner Autonomy, Motivation

Introduction

Traditional language teaching has often emphasized grammar, memorization, and mechanical practice, sometimes at the expense of authentic communication. In contrast, Task-Based Language Teaching (TBLT) prioritizes meaningful engagement through tasks that mirror real-life language use. TBLT aligns with contemporary communicative approaches by focusing on form, function, and context, allowing learners to develop language proficiency organically. This study explores how real-world tasks can be strategically implemented to maximize both linguistic competence and practical communication skills.



Research Questions

1. How does the use of real-world tasks in TBLT impact learners' speaking and writing fluency?
2. What role do authentic tasks play in improving learners' grammatical accuracy and lexical development?
3. How does TBLT influence learner motivation, engagement, and autonomy?
4. Which types of real-world tasks are most effective for different proficiency levels and learning contexts?

Theoretical Framework

The study draws upon several interrelated theories:

- Communicative Language Teaching (CLT): Emphasizes meaningful interaction over mechanical practice.
 - Sociocultural Theory (Vygotsky, 1978): Highlights the role of social interaction in language learning; tasks facilitate scaffolding and collaborative learning.
 - Cognitive Theory of Second Language Acquisition: Suggests that problem-solving and task-based activities enhance deeper processing and retention.
- Task-Based Learning Framework (Ellis, 2003): Differentiates between pre-task, task cycle, and post-task reflection to structure learning effectively.

Methodology

Participants: 80 EFL learners, intermediate level, aged 16–22.

Design: Mixed-method study combining experimental intervention and qualitative feedback.

Procedure:

Group A: Traditional communicative lessons with standard exercises.

Group B: TBLT-based lessons incorporating real-world tasks such as:

Role-plays simulating professional meetings.

Problem-solving scenarios (e.g., planning a trip or event).

Collaborative projects (e.g., designing a school magazine).



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Pre- and post-tests measure fluency, accuracy, and task completion performance.

Student reflections and interviews provide qualitative insights.

Data Analysis: Quantitative analysis of test results; qualitative thematic coding for engagement, motivation, and learner perceptions.

Expected Findings

The study anticipates that learners in the TBLT group will demonstrate:

- Greater fluency and accuracy in spoken and written tasks.
- Higher engagement and motivation, as learning is contextualized and purposeful.
- Improved problem-solving and collaborative skills, reflecting real-world applicability.
- Enhanced autonomy and confidence, as tasks require independent language use and decision-making.

TBLT positions learners as active participants in the learning process rather than passive recipients of knowledge. Real-world tasks provide authentic communicative contexts, helping students internalize language structures while practicing meaningful interaction. The study emphasizes the importance of task design: tasks must be relevant, achievable, and sufficiently challenging to maximize cognitive engagement. Additionally, teacher guidance during pre-task and post-task phases ensures that learners receive feedback and consolidate learning effectively.

Conclusion

The integration of real-world tasks in TBLT transforms language classrooms into dynamic environments where learners develop both linguistic competence and practical communication skills. By prioritizing authenticity, collaboration, and meaningful engagement, TBLT prepares learners for real-life contexts, enhances motivation, and fosters lifelong language learning. The study advocates for widespread adoption of task-based curricula that balance language form and communicative function, ensuring that language education is both relevant and effective.



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