



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

**TASK-BASED LEARNING IN PRACTICAL PHONETICS:
ENHANCING PRONUNCIATION THROUGH REAL-LIFE SPEAKING
ACTIVITIES**

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Annotation. *In recent years, language teaching has increasingly shifted toward approaches that emphasize communication and real-life language use. One such approach is task-based learning (TBL), which focuses on engaging students in meaningful activities that require authentic language use. This study explores the effectiveness of task-based learning in teaching practical phonetics, with particular attention to improving pronunciation through real-life speaking activities.*

The research was conducted over one academic semester with first-year English philology students. A mixed-method approach was used to analyze both measurable improvements in pronunciation and students' perceptions of the learning process. Two groups were involved: a control group receiving traditional phonetics instruction and an experimental group participating in task-based activities.

The findings indicate that students exposed to task-based learning demonstrated significant improvement in pronunciation accuracy, intonation, and fluency. In addition, students reported higher levels of engagement and confidence when using English in communicative situations.

The study concludes that task-based learning provides a practical and effective framework for teaching phonetics. By integrating pronunciation practice into meaningful communication, educators can create a more dynamic and successful learning environment.

Keywords: *task-based learning, phonetics, pronunciation, speaking skills, communicative approach, English philology, real-life communication, language teaching.*

Introduction

For many language learners, pronunciation remains one of the most difficult aspects of mastering a foreign language. While grammar and vocabulary can often be learned through reading and writing, pronunciation requires active practice, listening, and constant adjustment. This is especially true for students of English philology, who are expected not only to understand language theoretically but also to speak it clearly and naturally.

In traditional classrooms, phonetics is often taught through repetition, drills, and isolated sound practice. Students listen to model pronunciations and attempt to imitate them. Although this approach can help learners become familiar with individual sounds, it does





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not always prepare them for real communication. Students may pronounce words correctly in isolation but struggle when speaking in full sentences or engaging in conversation.

One reason for this difficulty is the lack of meaningful context. Pronunciation is not simply about producing sounds; it is also about rhythm, stress, intonation, and how these elements function within communication. When students practice pronunciation without context, they may fail to understand how these features contribute to meaning.

Task-based learning offers a different perspective. Instead of focusing on isolated language elements, TBL encourages students to use language to complete meaningful tasks. These tasks often reflect real-life situations, such as having a conversation, giving directions, or solving a problem. In this environment, pronunciation becomes part of communication rather than an abstract skill.

The advantage of task-based learning is that it creates a more natural learning experience. Students are not simply repeating sounds; they are using language to express ideas and interact with others. This makes pronunciation practice more engaging and relevant. At the same time, it allows teachers to provide feedback in a communicative context.

Another important aspect is student motivation. When learners are involved in meaningful activities, they are more likely to participate actively. This increased participation leads to more opportunities for practice, which is essential for improving pronunciation.

This study aims to examine how task-based learning can be used in practical phonetics classes to enhance pronunciation. It focuses on first-year English philology students and explores both the effectiveness of this approach and students' attitudes toward it. The research seeks to answer the following questions: Does task-based learning improve pronunciation more effectively than traditional methods? How does it influence fluency and confidence? What types of tasks are most beneficial?

By exploring these questions, the study hopes to contribute to the development of more effective teaching strategies in phonetics education.

Methods

This study employed a mixed-method research design to evaluate the effectiveness of task-based learning in practical phonetics. The combination of quantitative and qualitative data allowed for a more comprehensive understanding of both performance outcomes and student experiences.

The research was conducted over a sixteen-week academic semester at a university where English philology is taught. A total of 60 first-year students participated in the study. Their proficiency levels ranged from elementary to pre-intermediate.

The students were divided into two groups. The control group received traditional phonetics instruction, which included repetition exercises, listening tasks, and individual





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sound practice. The experimental group, on the other hand, was taught using a task-based approach.

In the experimental group, pronunciation was practiced through real-life speaking activities. These activities included role plays, group discussions, problem-solving tasks, and simulated real-world situations such as ordering food, asking for directions, or participating in interviews. Each task required students to focus on both communication and pronunciation.

Teachers guided the activities and provided feedback on pronunciation features such as stress, intonation, and sound accuracy. Instead of correcting errors immediately, feedback was often given after the task, allowing students to maintain communication flow.

Data collection involved several methods. Pre-tests and post-tests were used to measure pronunciation improvement. Audio recordings of student speech were analyzed to assess changes in accuracy and fluency. Classroom observations were conducted to evaluate participation and engagement. In addition, students completed questionnaires to share their opinions about the learning process.

The evaluation criteria included pronunciation accuracy, fluency, and communicative effectiveness. These criteria provided a balanced view of how well students were able to use pronunciation in real communication.

Results

The results of the study showed that task-based learning had a strong positive effect on students' pronunciation skills. While both groups demonstrated some improvement, the experimental group showed more consistent and noticeable progress.

Students in the task-based group improved their pronunciation accuracy, particularly in areas such as word stress and sentence intonation. Their speech became more natural and easier to understand. They also showed better control over rhythm and connected speech.

Fluency was another area where improvement was evident. Students were able to speak more smoothly, with fewer pauses and hesitations. They became more confident in expressing their ideas and participating in conversations.

In contrast, the control group showed more limited improvement. While students became more familiar with individual sounds, they often struggled to apply this knowledge in real communication.

Student feedback supported these findings. Many students reported that task-based activities were more enjoyable and practical. They felt that practicing pronunciation in real-life situations helped them understand how language is used outside the classroom.

Discussion

The findings suggest that task-based learning is an effective approach for teaching practical phonetics. One of the main reasons for this is that it connects pronunciation with communication. Instead of focusing on isolated sounds, students learn how pronunciation works in real speech.





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Another important factor is increased engagement. Task-based activities encourage students to participate actively, which leads to more practice and better learning outcomes. Students are more motivated when they see the relevance of what they are learning.

The role of feedback is also significant. Providing feedback after tasks allows students to focus on communication first and accuracy second. This reduces anxiety and creates a more supportive learning environment.

However, implementing task-based learning requires careful planning. Teachers need to design tasks that are both meaningful and appropriate for students' proficiency levels. It also requires flexibility and the ability to manage classroom interaction effectively.

Despite these challenges, the benefits of task-based learning in phonetics instruction are clear. It offers a more practical and engaging way to develop pronunciation skills.

Conclusion

This study demonstrates that task-based learning can significantly improve pronunciation among first-year English philology students. By integrating pronunciation practice into real-life speaking activities, students become more accurate, fluent, and confident speakers.

The results suggest that traditional phonetics teaching methods should be complemented with more communicative approaches. Task-based learning provides a valuable framework for achieving this goal.

Future research may explore how different types of tasks influence pronunciation development and how this approach can be applied in other areas of language teaching.

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