

COMMUNICATIVE LANGUAGE TEACHING APPROACH: IMPLEMENTING TASK-BASED LEARNING ACTIVITIES IN ESL CLASSROOMS

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Abstract: *This article investigates the theoretical basis and practical use of Task-Based Language Teaching (TBLT) which exists within the Communicative Language Teaching (CLT) framework for teaching English as a second language. The research study examines existing scholarly articles about task-based learning methods to investigate how authentic communicative tasks help students acquire language skills and build their ability to use language in real-world situations.*

Keywords: *Task-Based Learning, ESL classroom, language acquisition, communicative competence, authentic tasks, pedagogical approach*

Аннотация: *Данная статья рассматривает теоретические основы и практическое применение обучения на основе задач (Task-Based Language Teaching - TBLT) в рамках коммуникативного подхода к обучению языку (Communicative Language Teaching - CLT) в контексте преподавания английского как второго языка. Исследование анализирует существующую научную литературу по методологии обучения на основе задач, изучая, каким образом аутентичные коммуникативные задачи способствуют овладению языком и развитию прагматической компетенции обучающихся.*

Ключевые слова: *обучение на основе задач, класс английского как второго языка, овладение языком, коммуникативная компетенция, аутентичные задачи, педагогический подход*

Annotatsiya: *Ushbu maqola ingliz tilini ikkinchi til sifatida o'rgatish kontekstida kommunikativ til o'qitish (Communicative Language Teaching - CLT) doirasida vazifaga asoslangan til o'qitish (Task-Based Language Teaching - TBLT) ning nazariy asoslari va amaliy qo'llanilishini o'rganadi. Tadqiqot vazifaga asoslangan o'qitish metodologiyasi bo'yicha mavjud ilmiy adabiyotlarni tahlil qiladi, autentik kommunikativ vazifalar tilni o'zlashtirishga qanday yordam berishi va o'quvchilarning pragmatik kompetensiyasini rivojlantirishini ko'rib chiqadi.*

Kalit so'zlar: *vazifaga asoslangan o'qitish, ingliz tili sinfi (ikkinchi til sifatida), tilni o'zlashtirish, kommunikativ kompetensiya, autentik vazifalar, pedagogik yondashuv*

Introduction. The evolution of language teaching methodologies throughout the twentieth and twenty-first centuries has witnessed a paradigm shift from traditional grammar-translation methods toward more communicatively-oriented approaches that prioritize meaningful interaction and authentic language use. The 1970s introduced Communicative Language Teaching (CLT) as a solution which addressed the shortcomings found in structural language teaching methods by showing how people use language for practical purposes and social interactions instead of focusing only on grammar rules [1]. Task-Based Language Teaching (TBLT) has become an important teaching method which uses real-world tasks to help students learn how to communicate instead of teaching them separate language skills [2]. The fundamental premise of TBLT states that learners achieve better language learning results when they use language for purposeful communication which leads them to achieve particular goals because this method creates the best conditions for natural language learning to take place [3].

Methodology and Literature Review. The study employs a methodological approach which requires researchers to conduct an extensive examination of existing academic research. The theoretical foundation of TBLT rests primarily on cognitive and sociocultural perspectives of second language acquisition, particularly drawing upon interactionist theories that emphasize the role of meaningful communication and negotiation of meaning in language development [4]. Task-Based Language Teaching distinguishes itself from other instructional approaches through its fundamental organizational principle: the task itself serves as the primary unit of syllabus design and classroom activity, with linguistic forms emerging from communicative needs rather than being predetermined as discrete teaching points [5]. Ellis and Shintani conducted research which identified different task types that included information-gap tasks and reasoning-gap tasks and opinion-gap tasks which each served different communicative purposes and involved different cognitive processes during language production [6]. The literature shows two important points about task complexity and task sequencing because researchers created multiple frameworks which enable them to evaluate task demands while building up cognitive and linguistic challenges that learners face according to their proficiency development [7]. Studies examining task implementation in diverse ESL contexts highlight several factors that influence successful adoption of task-based approaches, including teacher beliefs and training, institutional constraints, assessment systems aligned with task-based principles, and learners' previous educational experiences and expectations regarding language instruction [8].

Results and Discussion. The literature review together with task-based learning examination which exists within ESL environments shows multiple key results about this teaching method which researchers prove through their studies. Research steadily

proves that task-based learning activities enable learners to develop their communicative competence because students practice authentic language which reflects actual communication needs thus achieving their ability to use classroom material in real-life situations. Well-structured task-based instruction helps learners grow their fluency and communication readiness while they develop skills to handle social interactions through linguistic adaptations and various contact situations [4]. The communicative tasks create learning conditions that align with natural language acquisition processes because learners focus on message delivery and message reception while their implicit learning systems function with explicit knowledge development.

The research demonstrates that teachers struggle with two main problems when they try to use task-based methods in their traditional ESL classes. The first problem deals with teacher comprehension about authentic tasks and common classroom exercises. The second problem involves teacher capacity to conduct task-based instruction without using methods that force students to follow specific language patterns, which hinders their ability to communicate. The research establishes that task design functions as the main element which determines learning results because tasks require precise design which creates authentic communication gaps while delivering suitable cognitive demands through language requirements which exceed basic non-linguistic methods and minimal linguistic use.

Studies that investigate how students feel about their educational experience show that students respond differently to task-based teaching methods because some students face confusion and frustration when teachers stop teaching grammar rules while expecting them to speak English without guidance whereas other students become more interested in their studies because they find task-based learning activities to be real and meaningful. The discussion of findings must acknowledge that successful implementation of task-based learning in ESL classrooms cannot be achieved through simple adoption of task-based materials or activities alone, but requires fundamental reconceptualization of the teaching-learning process, with teachers positioning themselves as facilitators of communication rather than transmitters of linguistic knowledge.

Conclusion. The research study shows that task-based learning which operates within the communicative language teaching framework proves to be an effective teaching method which enables ESL students to build their speaking abilities. The evidence reviewed indicates that when properly implemented with careful attention to task design principles, appropriate scaffolding mechanisms, and balanced integration of focus-on-form components, task-based learning activities create optimal conditions for language acquisition by engaging learners in authentic communication that mirrors real-world language use demands. The findings demonstrate that successful program

execution requires educational institutions to implement more than just adding communicative activities into their existing teaching programs. The research shows that task-based learning methods successfully solve a major problem which exists in language education by helping students apply what they learned in class to real-life communication situations through the elimination of the boundary between language acquisition and language application.

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