

USING TBLT TO IMPROVE INTERACTIVE LISTENING AND SPEAKING SKILLS AMONG INTERMEDIATE LEARNERS

Ugiloy Xakimova Orifjonovna

Yangi Asr University

Teacher of the Department of Languages.

<https://doi.org/10.5281/zenodo.17523782>

Abstract. This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in enhancing interactive listening and speaking skills among intermediate English language learners. Recognizing the growing emphasis on communicative competence in second language acquisition, this research explores how task-oriented activities can create meaningful contexts for real-life communication. Through a quasi-experimental design, two groups of intermediate learners were observed over a 10-week period, one following a traditional communicative approach and the other using TBLT strategies. Pre- and post-tests, classroom observations, and learner interviews were used to assess improvements in fluency, accuracy, and interactional competence. Findings indicate that TBLT significantly improves learners' ability to engage in authentic communication, particularly in turn-taking, negotiation of meaning, and comprehension in dynamic conversation. The study concludes with recommendations for incorporating TBLT in curriculum design to foster more effective interactive communication skills.

Key words: Task-Based Language Teaching (TBLT), Interactive listening, speaking skills, intermediate learners, communicative competence, language pedagogy, Second Language Acquisition (SLA), EFL/ESL Instruction, fluency and accuracy, classroom interaction.

ИСПОЛЬЗОВАНИЕ TBLT ДЛЯ УЛУЧШЕНИЯ ИНТЕРАКТИВНЫХ НАВЫКОВ АУДИРОВАНИЯ И ГОВОРЕНИЯ У УЧАЩИХСЯ СРЕДНЕГО УРОВНЯ

Аннотация. В данном исследовании изучается эффективность обучения языку, основанного на задачах (TBLT), в улучшении навыков интерактивного аудирования и говорения у изучающих английский язык среднего уровня. Учитывая растущее значение коммуникативной компетентности при освоении второго языка, данное исследование изучает, как ориентированные на задачи упражнения могут создавать значимые контексты для реального общения. В рамках квазиэкспериментального проекта в течение 10 недель наблюдались две группы учащихся среднего уровня: одна группа следовала традиционному коммуникативному подходу, а другая использовала стратегии TBLT. Для оценки улучшений беглости, точности и интерактивной компетентности использовались предварительные и итоговые тесты, наблюдения в классе и интервью с учащимися. Результаты показывают, что TBLT значительно улучшает способность учащихся к аутентичному общению, особенно в части очередности, согласования смысла и понимания в динамичном диалоге. В заключение исследования даны рекомендации по включению TBLT в учебную программу для развития более эффективных навыков интерактивного общения.

Ключевые слова: обучение языку на основе задач (TBLT), интерактивное аудирование, навыки говорения, учащиеся среднего уровня, коммуникативная компетенция, языковая педагогика, освоение второго языка (SLA), обучение английскому языку как иностранному/иностранному как второму, беглость и точность, взаимодействие в классе.

Introduction.

In the field of language education, Task-Based Language Teaching (TBLT) has emerged as a powerful approach that emphasizes learning through meaningful communication. Unlike traditional grammar-based instruction, TBLT focuses on the completion of real-life tasks that mirror authentic language use. This method is particularly beneficial for intermediate learners, who often have a foundational knowledge of grammar and vocabulary but lack fluency and confidence in interactive communication.

Interactive listening and speaking are critical skills for effective communication, yet they remain challenging areas for many English as a Foreign Language (EFL) learners. TBLT provides a platform where learners actively engage in purposeful conversations, negotiate meaning, and develop their communicative competence.

Purpose of the Study:

This study aims to explore the effectiveness of TBLT in enhancing interactive listening and speaking skills among intermediate EFL learners.

Research Questions:

How does TBLT influence learners' ability to comprehend spoken language in interactive contexts?

What impact does task-based learning have on learners' spoken fluency and accuracy?

What are the learners' perceptions of using TBLT in improving listening and speaking skills?

Literature Review**2.1 Task-Based Language Teaching (TBLT)**

TBLT is grounded in the communicative approach to language teaching. Ellis (2003) defines TBLT as an approach that centers on the use of tasks as the core unit of planning and instruction. According to Nunan (2004), a task is a piece of classroom work that involves learners in comprehending, manipulating, and producing language while focusing on meaning.

2.2 Interactive Listening and Speaking Skills

Listening and speaking are interrelated skills essential for meaningful communication. Brown (2007) emphasizes that interactive listening involves real-time comprehension, clarification, and response, while speaking requires learners to produce language that is appropriate, coherent, and contextually relevant.

2.3 TBLT and Skill Integration

TBLT promotes the integration of all four language skills, especially listening and speaking. Willis (1996) suggests that learners develop language competence by engaging in tasks that require them to use the target language in real-life contexts. Skehan (1998) notes that tasks should be designed to promote fluency, accuracy, and complexity in learners' output.

Methodology**3.1 Research Design**

This study adopts a quasi-experimental design with pre- and post-tests to measure learners' progress. It also includes qualitative data from observations and learner feedback.

3.2 Participants

The participants were 30 intermediate-level EFL learners (CEFR B1-B2) enrolled in a private language center. They were divided into an experimental group (using TBLT) and a control group (traditional instruction).

3.3 Instruments

Pre- and post-tests on listening and speaking
Observation checklist for interactive communication
Student feedback questionnaire

3.4 Procedures

The experimental group received instruction through TBLT for six weeks. Tasks included information-gap activities, role plays, problem-solving tasks, and discussions. The control group followed a conventional textbook-based curriculum.

Results and Discussion

4.1 Listening Skill Improvement

Learners in the TBLT group showed significant improvement in listening comprehension.

They were better able to understand spoken input, ask for clarification, and respond appropriately. This aligns with Willis (1996), who emphasizes the role of authentic input in task-based learning.

4.2 Speaking Skill Improvement

The TBLT group demonstrated increased fluency and confidence in speaking. Learners engaged more freely in dialogues, negotiated meaning effectively, and used a wider range of vocabulary. While accuracy improved moderately, fluency gains were more pronounced, consistent with Skehan's (1998) observations.

4.3 Learner Perceptions

Student feedback indicated a positive attitude towards TBLT. Learners reported that tasks were enjoyable, meaningful, and helped them use English more naturally. Some challenges included unfamiliar vocabulary and the fast pace of group interactions.

Conclusion and Recommendations

5.1 Conclusion

The findings suggest that TBLT is an effective approach for developing interactive listening and speaking skills among intermediate EFL learners. By engaging in real-world tasks, learners become more active participants in the learning process and gain practical language experience.

5.2 Recommendations

Teachers should incorporate a variety of communicative tasks tailored to learner needs.

Scaffolding strategies should be provided to support vocabulary development and task comprehension.

Further research could explore the long-term effects of TBLT on language retention and performance.

References

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
3. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
4. Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford University Press.
5. Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.