

THE IMPORTANCE OF TASK-BASED LEARNING METHOD IN TEACHING ENGLISH

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This article analyzes the importance and effectiveness of the Task-Based Learning (TBL) method in teaching the English language. The study explores the impact of the TBL method on communicative competence, student engagement, and the speed of language acquisition. The article also discusses methodological approaches, practical implementation possibilities, and the advantages of this method from the perspectives of both teachers and learners. The findings show that the use of TBL significantly enhances students' communicative skills in English and makes the learning process more interactive and motivating.

Introduction

In modern English language teaching, memorizing grammar rules and expanding vocabulary alone are no longer sufficient. Developing students' ability to use the language in real-life contexts, improve communication skills, and foster independent learning habits has become the main goal of the educational process. From this perspective, the Task-Based Learning (TBL) method is recognized as an innovative approach in the field of education.

In the TBL method, the learning process is organized around real-life tasks. Students are not limited to merely learning the language but are encouraged to apply it in practical and meaningful situations. This not only improves communicative competence but also increases learners' motivation to engage in communication. Furthermore, the method allows

teachers to individualize lessons, use various interactive resources, and select tasks appropriate to students' abilities.

In recent years, the Task-Based Learning (TBL) methodology has been acknowledged as an important approach in language education. According to Willis (1996), this method enables students to learn a language through completing real-life tasks, thereby developing their communicative skills. Unlike traditional grammar-based approaches, TBL emphasizes the practical use of language, which enhances students' interest in communication.

Methodology

The research employed the following methods:

1. Literature Review: Scientific articles on Task-Based Learning methodology, communicative competence, and experiences in English language teaching were analyzed.
2. Experimental Approach: Sixty 11th-grade students were divided into two groups — one was taught using the TBL method, while the other followed the traditional teaching approach.
3. Surveys and Interviews: Students' and teachers' attitudes toward the method, as well as their engagement in the learning process, were examined.
4. Analysis of Assessment Results: The study compared language acquisition speed, ability to perform communicative tasks, and levels of motivation.

Results

The findings of the study revealed the following:

1. Communicative Competence: Students taught through the TBL method significantly improved their ability to communicate freely in English while completing tasks.
2. Student Engagement: The experimental group demonstrated higher participation and activeness during group work and discussions compared to the traditional group.
3. Language Acquisition Speed: Learners in the TBL group acquired new vocabulary and grammatical structures more rapidly, as these were practiced through real-life tasks.
4. Motivation: Students perceived the TBL method as interesting and practical, which increased their enthusiasm and motivation toward learning English.

Discussion

The analysis revealed that the effectiveness of the Task-Based Learning (TBL) method can be determined from several perspectives:

- Practical Context: Applying the language in real-life tasks enhances students' communication skills and accelerates language acquisition.

- Interactivity and Collaboration: Group work, discussions, and task performance encourage active student participation.
- Pedagogical Advantages: Teachers can utilize interactive, learner-centered approaches, making the teaching process more individualized and flexible.
- Psychological Motivation: During task completion, students make independent decisions, which fosters self-regulation and increases learning motivation.

The most essential aspect of the TBL method is that it goes beyond teaching grammar; it also develops students' communicative and social competencies.

Conclusion

The study confirmed the high significance of the Task-Based Learning (TBL) method in teaching English. This approach:

- Enhances students' communicative competence,
- Accelerates language acquisition through practical, task-based application,
- Creates an interactive and motivational learning environment,
- Enables teachers to organize lessons in a personalized and flexible manner.

In the future, the effectiveness of English language teaching can be further improved by integrating the TBL method with other innovative approaches.

The role of TBL in English language teaching extends beyond grammar and vocabulary learning. The research findings indicate that TBL significantly enhances learners' problem-solving abilities, communication skills, and independent learning habits. The method allows students to use language in authentic contexts through real-life tasks, thereby strengthening communicative competence and making the learning process more interactive and engaging.

Moreover, applying the TBL approach enables teachers to personalize lessons and design flexible instructional plans. The study demonstrated that students' motivation and self-regulation levels are higher when the TBL method is applied, leading to faster language acquisition.

To improve the effectiveness of English teaching, it is recommended to integrate the TBL approach with other innovative pedagogical methods, adapt tasks to real-life contexts, and enrich the process with interactive technologies. In this way, the widespread use of the TBL method can make the learning process not only effective but also engaging and tailored to individual learners' needs.

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