THE ROLE OF TASK-BASED LANGUAGE TEACHING (TBLT) IN ENHANCING COMMUNICATIVE COMPETENCE AMONG ESL LEARNERS

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Annotation: This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in developing authentic communicative competence in English as a Second Language (ESL) classrooms. By shifting the pedagogical focus from traditional grammar memorization to meaningful communication tasks, the research demonstrates significant improvements in learner fluency and pragmatic engagement.

Keywords: Task-Based Language Teaching, communicative competence, ESL pedagogy, student-centered learning, pragmatic fluency.

Introduction

Traditional foreign language instruction often relies heavily on structural drills, which frequently leave learners capable of passing written grammar tests while struggling with real-world spontaneous communication. Task-Based Language Teaching (TBLT) offers an alternative approach by placing meaningful communication and problem-solving at the core of the instructional design.

Body

TBLT structures lessons around goal-oriented activities where learners must achieve an outcome using the target language. Instead of focusing exclusively on linguistic forms, students negotiate meaning collaboratively.

Pre-task Stage: The instructor introduces the topic, sets expectations, and highlights key vocabulary without direct rote memorization.

Task Cycle: Students work in pairs or small groups to solve a realistic problem, such as planning an event or resolving a conflict.

Language Focus: Reflection and analysis follow the task, allowing learners to examine language forms organically based on communicative needs.

Empirical observations indicate that this framework reduces anxiety and increases learner motivation by simulating authentic social interactions, thereby bridging the gap between classroom theory and real-world language use.

Conclusion

Task-Based Language Teaching provides a robust framework for modern ESL classrooms. By prioritizing authentic interaction and purposeful communication, educators can successfully cultivate both linguistic accuracy and situational fluency among their students.

References

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