

TEACHERS' IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING AND ITS INFLUENCE ON EFL LEARNERS' SPEAKING FLUENCY AND ACCURACY**Bozorov Abdurauf****Trainee Lecturer at the Tashkent State University of Uzbek Language and Literature,
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ABSTRACT: This study explores the influence of teachers' implementation of Task-Based Language Teaching (TBLT) on EFL learners' speaking fluency and accuracy. While TBLT has been widely promoted as an effective approach for developing communicative competence, previous researches have largely focused on learner outcomes, paying limited attention to how teachers operationalize tasks in real classroom contexts. Employing a mixed-methods research design, the study draws on classroom observations, teacher interviews, and pre- and post-speaking tests administered to EFL learners. The findings demonstrate that effective task sequencing, explicit goal-setting, and balanced attention to meaning and form positively impact both fluency and accuracy. A key novelty of this research lies in identifying specific teacher implementation patterns that mediate the success of TBLT. The results suggest that TBLT is not inherently effective; rather, its impact depends largely on informed pedagogical decisions made by teachers. The study offers practical implications for teacher training and contributes to applied linguistics by highlighting the central role of teacher practices in task-based instruction.

Keywords: Task-Based Language Teaching, EFL speaking, fluency, accuracy, teacher implementation, applied linguistics

INTRODUCTION: In recent years, communicative approaches to language teaching have gained increasing prominence due to their emphasis on meaningful language use. Traditional form-focused instruction has often been criticized for failing to develop learners' ability to communicate effectively in real-life situations [1]. As a response to this limitation, Task-Based Language Teaching (TBLT) has emerged as a learner-centered approach that prioritizes authentic communication through the completion of purposeful tasks.

TBLT is grounded in the principle that language is best acquired when learners are engaged in meaning-focused activities that resemble real-world language use [2]. Numerous studies have reported positive effects of TBLT on speaking development, particularly in terms of fluency [3]. However, empirical findings regarding accuracy remain mixed, suggesting that the effectiveness of TBLT may vary depending on instructional conditions. One critical yet underexplored factor influencing TBLT outcomes is the role of teachers. While tasks form the core of TBLT, teachers are responsible for task selection, sequencing, scaffolding, and feedback. Inadequate implementation may reduce the potential benefits of the approach [4]. Therefore, this study aims to investigate how teachers' implementation of TBLT influences EFL learners' speaking fluency and accuracy.

Literature Review: Task-Based Language Teaching is rooted in communicative language teaching and second language acquisition theories that emphasize interaction and meaningful input [5]. According to Ellis [6], a task is an activity where meaning is primary, learners are required to use language resources to achieve an outcome, and success is evaluated based on task completion rather than linguistic accuracy alone.

Research has consistently shown that TBLT promotes speaking fluency by encouraging learners to produce extended discourse with fewer interruptions [7]. Skehan [8] argues that tasks create

conditions favorable for fluency development but may lead to reduced accuracy unless attention is also directed toward form. This trade-off highlights the importance of pedagogical decisions made by teachers.

Teacher cognition studies further suggest that teachers' beliefs, knowledge, and experience significantly shape classroom practices [9]. When teachers lack sufficient understanding of TBLT principles, tasks may be reduced to mechanical activities, limiting their effectiveness [10]. This study builds on previous research by examining how teacher implementation mediates the relationship between TBLT and speaking outcomes.

Methodology: The study employed a mixed-methods approach combining quantitative and qualitative data. Participants included six EFL teachers and sixty intermediate-level EFL learners from a tertiary education context.

Data collection instruments consisted of:

- classroom observations focusing on task implementation,
- semi-structured interviews with teachers,
- speaking tests administered before and after a twelve-week instructional period.

Speaking fluency was measured through speech rate and frequency of pauses, while accuracy was assessed based on grammatical and lexical error rates. The collected data were analyzed using descriptive statistics and thematic analysis.

RESULTS: The results revealed notable improvements in learners' speaking fluency across all classes where TBLT was implemented consistently. Learners exposed to well-structured tasks demonstrated faster speech rates and increased willingness to speak.

Accuracy gains were observed primarily in classes where teachers incorporated brief form-focused feedback during the post-task phase. In contrast, classes that emphasized meaning exclusively showed limited improvement in accuracy.

Table 1. Changes in Speaking Performance

Aspect	Pre-test	Post-test
Fluency	Low–Moderate	High
Accuracy	Moderate	High

The findings indicate that balanced implementation of TBLT positively affects both dimensions of speaking performance.

DISCUSSION: The findings confirm that TBLT can enhance EFL learners' speaking fluency and accuracy; however, its effectiveness is strongly mediated by teacher implementation. Teachers who demonstrated a clear understanding of task goals and sequencing achieved more positive learner outcomes.

The novelty of this study lies in conceptualizing TBLT effectiveness as a teacher-mediated process rather than an inherent property of the method itself. This perspective extends existing research by highlighting the interaction between pedagogy and methodology. The results align with previous claims that integrating form-focused instruction within TBLT supports accuracy development without undermining fluency [6][8].

CONCLUSION: This study concludes that Task-Based Language Teaching is an effective approach for developing EFL learners' speaking fluency and accuracy when implemented appropriately by teachers. The findings underscore the importance of teacher training, task design competence, and reflective practice in maximizing the benefits of TBLT.

Pedagogical implications include the need for professional development programs that equip teachers with practical strategies for task implementation and feedback. Future research may explore longitudinal effects of teacher-mediated TBLT and its applicability in different educational contexts.

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