# IMPROVING VOCABULARY KNOWLEDGE OF B2-LEVEL STUDENTS THROUGH TASK-BASED LANGUAGE TEACHING: THEORY AND PRACTICE

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**Abstract**

Task-Based Language Teaching is a method in modern foreign language education because it focuses on real communication and using language in practical ways. At the level students learning English are supposed to share their thoughts, share information talk about experiences take part in conversations and solve daily problems.. Many students struggle when they have to talk on the spot use the right words put their ideas together and use grammar correctly. The Task-Based Language Teaching method can help with these issues by mixing language learning with classroom tasks. This article looks at the idea behind Task-Based Language Teaching. How it works in foreign language education at the intermediate level. It talks about the steps in task-based teaching like activities before the task the task process and focusing on language. It also looks at activities in the classroom like tasks where students have to share information solve problems act out roles discuss in groups make decisions and give presentations. The article shows how important it is to have communication, student involvement working together teacher support and helpful comments. It says that task-based activities can let students use English in situations get better at speaking become more fluent and learn to use the language on their own. The article ends by saying that Task-Based Language Teaching is a way to teach foreign languages when the tasks are chosen carefully based on the students language level, their interests and what they need to communicate. More research, in classrooms is needed to see how well it works in different situations where English is taught as a foreign language.

**Annotatsiya**

Vazifaga asoslangan til o'qitish (Task-Based Language Teaching) zamonaviy chet tilini o'qitish metodlaridan biri bo'lib, haqiqiy muloqot va tildan amaliy foydalanishga asoslanadi. O'rta darajadagi ingliz tilini o'rganuvchilar o'z fikrlarini bildirish, ma'lumot almashish, hayotiy tajribalari haqida suhbatlashish, muloqotlarda qatnashish va kundalik muammolarni hal qilish ko'nikmalariga ega bo'lishlari kerak. Biroq ko'plab o'quvchilar kutilmaganda gapirish, kerakli so'zlarni tanlash, fikrlarini izchil ifodalash va grammatik qoidalardan to'g'ri foydalanishda qiyinchiliklarga duch keladilar. Vazifaga asoslangan til o'qitish metodi til o'rganish jarayonini turli sinf topshiriqlari bilan uyg'unlashtirish orqali ushbu muammolarni bartaraf etishga yordam beradi. Ushbu maqolada vazifaga asoslangan til o'qitishning nazariy asoslari va uning o'rta darajadagi chet tili ta'limida qo'llanilishi yoritiladi. Shuningdek, metodning asosiy bosqichlari, jumladan, vazifadan oldingi mashg'ulotlar, vazifani bajarish jarayoni va til shakllariga e'tibor qaratish bosqichlari ko'rib chiqiladi. Maqolada axborot almashish, muammolarni hal qilish, rolli o'yinlar, guruh muhokamalari, qaror qabul qilish va



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taqdimotlar kabi mashg'ulotlarning ahamiyati tahlil qilinadi. Muloqot, o'quvchilar faolligi, hamkorlik, o'qituvchi ko'magi va samarali fikr-mulohazalarning o'rni alohida ta'kidlanadi. Vazifaga asoslangan mashg'ulotlar o'quvchilarga ingliz tilidan real vaziyatlarda foydalanish, og'zaki nutq ko'nikmalarini rivojlantirish, ravon gapirish va tildan mustaqil foydalanishni o'rganish imkonini beradi. Maqola xulosasida ushbu metodning samaradorligi topshiriqlarning o'quvchilar til darajasi, qiziqishlari va kommunikativ ehtiyojlariga mos ravishda tanlanishiga bog'liqligi ta'kidlanadi. Ingliz tili chet tili sifatida o'qitiladigan turli sharoitlarda mazkur metod samaradorligini aniqlash uchun qo'shimcha tadqiqotlar olib borish zarurligi qayd etiladi.

**Аннотация**

Обучение языку на основе задач (Task-Based Language Teaching) является одним из современных методов преподавания иностранных языков, поскольку оно ориентировано на реальное общение и практическое использование языка. Учащиеся среднего уровня владения английским языком должны уметь выражать свои мысли, обмениваться информацией, рассказывать о жизненном опыте, участвовать в беседах и решать повседневные проблемы. Однако многие учащиеся испытывают трудности при необходимости говорить спонтанно, подбирать подходящие слова, последовательно выражать свои мысли и правильно использовать грамматические конструкции. Метод обучения на основе задач помогает преодолеть эти трудности, объединяя процесс изучения языка с выполнением различных учебных заданий. В данной статье рассматриваются теоретические основы обучения языку на основе задач и особенности его применения в преподавании иностранных языков на среднем уровне. Также анализируются основные этапы метода, включая подготовительные задания, процесс выполнения основных задач и работу над языковыми средствами. Особое внимание уделяется таким видам учебной деятельности, как обмен информацией, решение проблем, ролевые игры, групповые обсуждения, принятие решений и презентации. В статье подчёркивается важность коммуникации, активности учащихся, сотрудничества, поддержки преподавателя и конструктивной обратной связи. Задания, основанные на практической деятельности, позволяют учащимся использовать английский язык в реальных ситуациях, совершенствовать навыки устной речи, повышать беглость речи и учиться самостоятельно пользоваться языком. В заключение отмечается, что эффективность данного метода во многом зависит от правильного выбора заданий с учётом уровня языковой подготовки учащихся, их интересов и коммуникативных потребностей. Подчёркивается необходимость проведения дальнейших исследований в учебных аудиториях для определения эффективности данного метода в различных условиях преподавания английского языка как иностранного.

**Key words:** Task-Based Language Teaching, TBLT, foreign language teaching, intermediate learners, communicative competence, language acquisition, task-based learning, speaking skills, learner autonomy, classroom interaction.

**Introduction**

Learning a language needs more than just memorizing words studying grammar and doing old-style drills. Learners also need chances to use the language in situations to share their thoughts to trade information and to join real conversations. For this reason, modern foreign language teaching methods are putting focus on communication and, on the learner. One of these methods is Task-Based Language Teaching, also known as TBLT. Task-Based Language Teaching arranges learning around tasks that matter.



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Task-Based Language Teaching has become a topic in English language teaching. It pushes learners to use the target language to reach communication goals. Than focusing only on language forms students take part in activities that make them understand facts, share opinions decide and solve problems.

At the level, students usually know enough basic words and grammar to talk about familiar subjects. They should be able to catch the ideas of clear texts describe what happened explain their thoughts and join discussions. Some learners still struggle to speak on the spot to pick the right words to arrange their ideas or to speak with confidence.

These difficulties show how important it is to build classroom environments where students can practice English through conversation. Traditional teaching methods that mainly focus on grammar explanations and repetitive drills may not always give chances for spontaneous language use. We see that students need more than rules and practice; they need real talk.

Task-Based Language Teaching offers another way by linking classroom learning to communication. Ellis explains that tasks are the heart of this approach because learners use language to reach outcomes. Nunan (2004) also stresses the link between classroom activities and real-world language use. These ideas give a theoretical base for arranging lessons around purposeful communicative tasks.

The main aim of this article is to examine how Task-Based Language Teaching can help intermediate-level learners grow their English language skills. The article discusses the theory, behind Task-Based Language Teaching lists difficulties that intermediate students face and presents practical activities that teachers can use in foreign-language classrooms. It also looks at the roles of teachers and learners how to assess progress and the advantages and challenges of using Task-Based Language Teaching.

Task-Based Language Teaching is a way to learn language that puts learning around tasks. These tasks have purposes and meaningful outcomes. In Task-Based Language Teaching learners must use the target language to finish activities not just memorize grammar or words.

Ellis (2003) says that tasks must be part of learning a language. Tasks help learners focus on meaning and use language to meet goals. Ellis also talks about how important task design, classroom procedures and the link between communication and language growth're

Nunan (2004) sees task-based teaching as a bridge between the classroom and real life. In Nunan's framework successful tasks must have objectives, useful input, proper procedures and chances for learners to talk with each other.

TBLT is especially useful, for learners because they already know basic language and need more chances to use it in real talk. At this level learners should go beyond sentences and learn to join discussions explain opinions, share information and finish communicative tasks. The TBLT approach usually has three steps: the pre-task the task cycle and the language focus. Willis in 1996 shows these steps as a guide to set up task-based lessons and the TBLT approach is built around this practical framework.

The first step is the -task step. In this step the teacher starts by showing the topic gets the students' prior knowledge working lays out the goals and gives words or phrases. For instance, before a class about education the teacher might have students talk about their experiences with online and classroom learning and the TBLT approach guides this preparation.



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The second step is the task cycle. During the task cycle students do activities on their own with a partner or in a group. They share information talk about views solve problems and get ready to present. The teacher watches how they go and steps in with help when needed and the TBLT approach keeps the focus on communication.

The third step is the language focus. After the task cycle students look back at the words, grammar and phrases they used. The teacher gives feedback points out errors and arranges extra practice to sharpen language accuracy all within the TBLT approach.

Willis and Willis, in 2007 also say that useful tasks and paying attention to language form can go hand in hand in good language teaching. That means that talking practice and grammar drills should not be seen as separate pieces of learning and the TBLT approach shows how to blend them together.

Although students who are in the level of learning English have already picked up some basic language skills they can still face many problems when they try to talk in the language they are learning.

First having a number of words to use can stop learners from sharing their thoughts clearly. These students might know some words but have trouble finding the right words when they are talking about new topics. Learning words by doing activities that are connected to real situations having talks and doing real tasks can help these students use new words with more confidence.

Second getting the grammar right is still a job. Some students can say what they mean. Make errors when they use different times helping words if-then sentences and complicated sentence setups. Doing tasks that are based on situations gives them a chance to practice these parts of grammar in a way that makes sense.

Third not feeling brave enough to speak can stop students from taking part in class. Some students are worried about making mistakes. So they don't want to talk in front of others. Working with a partner or, in a group can make a place to practice and help students talk more freely.

Another problem is being able to put thoughts and keep talking without stopping. Students might know the words they need but have trouble linking sentences explaining their views and answering quickly during talks.

The subject of staying healthy offers chances to use Task-Based Language Teaching in classes for students who are at an intermediate level. This topic is linked to what students do every day. Makes them talk about situations they know well. Teachers can set up tasks that focus on good food exercise, how you sleep, your mental health and the way you spend your day.

For instance, students can work in groups and come up with a plan for a healthy way of living for a college student. They need to talk about the meals they eat each day the exercise they do how they. How they organize their time. Each group makes a plan for a week. Shows it to the class. While doing this students practice giving advice sharing their thoughts making suggestions and explaining why they made choices. They can use phrases, like "You should..." "It would be better to..." and "In my opinion...".

Another helpful task is a problem-solving activity. The teacher gives students a situation where someone has habits like eating fast food often going to bed very late and not exercising. Students talk about these issues. Come up with ways to fix them. This task helps students think critically work together and improve their ability to communicate.

**CONCLUSION**

In conclusion, Task-Based Language Teaching proves to be a good way to help students at the intermediate level build their ability to communicate in English. Task-Based Language Teaching gives



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students chances to use the language in meaningful situations instead of only memorising vocabulary and grammatical rules. Through activities that create information gaps, problem-solving tasks, role-plays, group discussions and presentations learners can improve their speaking fluency expand their vocabulary sharpen their accuracy and grow in confidence.

The topic of living fits especially well with Task-Based Language Teaching because it ties directly to what students experience every day and to the things they care about. By talking about eating, physical activity, sleep and lifestyle choices students can sharpen their English communication skills while also gaining useful knowledge about everyday life.

The teacher is very important in this process. The teacher chooses the tasks gives language help watches how students talk and offers useful feedback. At the time, students become more active and take responsibility, for their own learning. To sum up, Task-Based Language Teaching can turn foreign language lessons into activities that feel interactive, real and centred on the learner. For this to work teachers must plan lessons carefully pick tasks that matter and think about each student's level and what they need to communicate. More classroom studies will give us proof that Task-Based Language Teaching works well in English as a Foreign Language settings.

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