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FORMATION OF STUDENTS' FOREIGN LANGUAGE COMPETENCE USING TASK-BASED LANGUAGE TEACHING (TBLT)

Abstract. In the context of global educational integration, the development of students' foreign language competence has become a central objective of higher education. However, traditional grammar- and translation-based approaches often fail to ensure sufficient communicative proficiency or learner autonomy. Task-Based Language Teaching (TBLT) offers an effective alternative, emphasizing the use of language as a tool for accomplishing meaningful, goal-oriented tasks that mirror real-life communication. The present study examines the theoretical foundations and practical implications of applying TBLT in university language courses as a means of forming students' foreign language competence. Drawing on recent empirical research and classroom experiments, the article highlights the cognitive, communicative, and motivational advantages of task-based instruction. The analysis demonstrates that well-designed communicative tasks foster the integration of linguistic knowledge and skills, enhance learners' fluency and confidence, and promote autonomous, student-centered learning. At the same time, successful implementation of TBLT requires careful task sequencing, teacher professional training, and alignment between instruction, assessment, and communicative goals. The study concludes that combining TBLT with selective form-focused instruction and digital learning tools significantly increases the efficiency of foreign language acquisition and supports the development of key components of communicative competence – linguistic, sociolinguistic, and strategic. Task-Based Language Teaching (TBLT) has emerged as an effective approach that promotes communicative ability through meaningful tasks rather than traditional grammar-focused instruction.

The findings contribute to the modernization of language education in higher institutions and provide methodological recommendations for improving teaching practices in the context of competency-based education. This article explores the theoretical foundations, methodological principles, and practical applications of TBLT in forming students' foreign language competence.

Keywords: Task-Based Language Teaching (TBLT); foreign language competence; communicative approach; higher education; learner autonomy; task design; form-focused instruction; digital learning tools; language pedagogy; student-centered learning.

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ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ЗАСОБАМИ НАВЧАННЯ МОВИ НА ОСНОВІ ЗАВДАНЬ (TBLT)

Анотація. У контексті глобальної освітньої інтеграції розвиток іншомовної компетентності студентів стає центральною метою вищої освіти. Проте традиційні граматико-перекладні підходи часто не забезпечують належного рівня комунікативної компетентності та автономії здобувачів освіти. Навчання мови на основі завдань (*Task-Based Language Teaching, TBLT*) пропонує ефективну альтернативу, оскільки акцентує використання мови як інструмента для виконання змістовних, цілеспрямованих завдань, що відображають реальне спілкування.

У даному дослідженні розглянуто теоретичні засади та практичні аспекти застосування TBLT у курсах іноземних мов у закладах вищої освіти як засобу формування іншомовної компетентності студентів. Спираючись на результати сучасних емпіричних досліджень і навчальних експериментів, у статті висвітлено когнітивні, комунікативні та мотиваційні переваги навчання на основі завдань. Аналіз показує, що добре спроектовані комунікативні завдання сприяють інтеграції мовних знань і навичок, підвищують упевненість і мовленнєву плавність студентів, а також розвивають автономне, орієнтоване на здобувача навчання.

Водночас успішне впровадження TBLT потребує ретельного добору та послідовності завдань, належної професійної підготовки викладачів і узгодження між навчальними, оцінювальними та комунікативними цілями. У дослідженні зроблено висновок, що поєднання TBLT із вибірковим навчанням, зорієнтованим на мовні форми, та використанням цифрових освітніх інструментів істотно підвищує ефективність опанування іноземної мови й підтримує розвиток ключових компонентів комунікативної компетентності – лінгвістичної, соціолінгвістичної та стратегічної.

Навчання мови на основі завдань (TBLT) постає як ефективний підхід, що розвиває комунікативну здатність через виконання змістовних завдань, на відміну від традиційного граматичного підходу. Отримані результати сприяють модернізації мовної освіти у вищій школі та містять методичні рекомендації щодо вдосконалення педагогічної практики в умовах компетентнісно орієнтованого навчання.

Ключові слова: навчання мови на основі завдань (TBLT); іншомовна компетентність; комунікативний підхід; вища освіта; автономія здобувачів освіти; проєктування завдань; навчання, орієнтоване на мовні форми; цифрові інструменти навчання

Problem statement. In the modern educational environment, the ability to communicate effectively in a foreign language is a fundamental component of professional and academic success. Globalization, international collaboration, and mobility of students and professionals require future specialists to possess not only linguistic knowledge but also communicative competence that enables real interaction in diverse contexts. However, traditional methods of language teaching, focused primarily on grammatical accuracy and translation, often fail to develop students' practical communication skills and motivation for independent learning.

Task-Based Language Teaching (TBLT) has emerged as a response to these challenges, offering a communicative, learner-centered approach that emphasizes meaningful use of language through performance of real-world tasks. This method aligns with contemporary trends in competency-based education, where knowledge is acquired through active engagement, collaboration, and problem solving. The relevance of the research is determined by the growing need to modernize university language education, to implement innovative pedagogical technologies, and to enhance the effectiveness of forming students' foreign language competence in accordance with current educational and labor market demands.

Therefore, the main problem lies in determining how to effectively form students' foreign language competence through the use of TBLT. This involves identifying the most suitable types of tasks, optimizing classroom interaction, and creating conditions for active participation and meaningful communication that contribute to the development of linguistic, sociolinguistic, and pragmatic components of language competence.

Analysis of recent research and publication. In recent years (mainly 2020–2025), scholarly works have increasingly focused on evaluating the effectiveness of Task-Based Language Teaching (TBLT) across various educational contexts, exploring the mechanisms that drive changes in the learning process, and identifying the most effective ways to integrate communicative, meaning-oriented tasks with formal language instruction. Systematic reviews and meta-analyses demonstrate the consistently positive impact of TBLT on students' speaking skills, motivation, and confidence in communication, while also highlighting considerable diversity in methodological approaches and assessment criteria [1;12;13].

Empirical findings confirm that well-designed communicative tasks contribute to improving speech fluency, encouraging the active use of interaction strategies, and fostering students' readiness for communication. These studies employ both quantitative methods (pre- and post-testing, discourse analysis) and qualitative ones (interviews, reflection journals), which enhances the ecological validity of the findings in real educational settings. However, differences in the operationalization of the concepts of "task" and "task success" complicate the comparison of results across individual studies [2;3;4].

An analysis of recent publications also indicates a growing interest in the integration of digital technologies within the TBLT framework. Research conducted in 2024–2025 explores the potential of synchronous and asynchronous communication tools, online collaboration platforms, and speech recording and analysis services for promoting authentic task performance and effective feedback. Scholars emphasize that technology serves only a supportive function, and its effectiveness depends directly on the pedagogical design of tasks and students' access to appropriate resources [4; 5].

Particular attention in academic literature is devoted to the combination of communicative tasks with focused work on language form. Analytical overviews show that a purely communicative (task-based) approach effectively develops learners' communicative competence; however, to achieve greater grammatical accuracy or improved pronunciation, it is advisable to implement hybrid models, where task performance is complemented by short stages of form-focused instruction or automated feedback. These conclusions are consistent with several recent reviews suggesting that the combination of fluency-oriented and accuracy-focused activities yields optimal learning outcomes [3; 6].

One of the key aspects repeatedly emphasized in current studies is teacher preparation. The successful implementation of TBLT in higher education largely depends on teachers' methodological competence, professional beliefs, and access to resources such as model lessons, supervision, and time for collaborative planning. Numerous researchers stress that without adequate pedagogical support and ongoing professional development, it is difficult to maintain high-quality task performance in the language classroom (tirfonline.org).

The purpose of the article. The purpose of this article is to explore the effectiveness of Task-Based Language Teaching (TBLT) in the formation of students' foreign language competence. It aims to identify the theoretical foundations, key principles, and pedagogical conditions necessary for the successful implementation of TBLT in higher education. The article seeks to analyze how task-based learning contributes to the development of communicative, linguistic, and pragmatic aspects of language competence and to propose practical recommendations for integrating TBLT into the process of teaching foreign languages to university students. Specifically, the article seeks to: define the theoretical and methodological foundations of TBLT within the framework of modern foreign language education; examine the structure and components of students' foreign language competence, emphasizing communicative,

linguistic, sociolinguistic, and strategic dimensions; analyze the pedagogical advantages of TBLT compared with traditional, form-focused teaching methods; identify the conditions, strategies, and types of learning tasks that most effectively promote the development of language competence.

The Main Research Methods. To achieve the objectives of the research and to substantiate the effectiveness of Task-Based Language Teaching (TBLT) in the formation of students' foreign language competence, a comprehensive methodological approach was employed. The study combined *theoretical, empirical, and analytical methods*, which ensured the completeness and reliability of the obtained results.

Theoretical methods included the analysis and synthesis of scientific literature, comparison of traditional and innovative approaches to language teaching, classification of existing task types, and generalization of theoretical concepts related to communicative competence and TBLT methodology. These methods made it possible to define the conceptual framework of the study, clarify the essence and structure of foreign language competence, and determine the pedagogical potential of task-based instruction in higher education.

Empirical methods involved classroom observation, pedagogical experiment, student surveys, and testing procedures. During the experimental stage, students participated in task-based lessons designed to develop linguistic, sociolinguistic, and strategic components of communicative competence. The dynamics of students' progress were assessed through diagnostic and summative testing, self-assessment checklists, and teacher evaluations.

Quantitative methods (statistical analysis of test results) and qualitative methods (interpretation of students' feedback, analysis of classroom interaction and motivation) were combined to ensure a balanced evaluation of learning outcomes. The application of mixed methods provided triangulation of data, enhanced the validity of conclusions, and allowed the researcher to examine not only the linguistic gains but also the affective and behavioral changes that occurred as a result of TBLT implementation.

The Purpose of the Research. The purpose of the research is to theoretically substantiate and experimentally verify the effectiveness of Task-Based Language Teaching (TBLT) as a means of forming students' foreign language competence in higher education. The study aims to explore how the systematic use of communicative tasks contributes to the development of linguistic, sociolinguistic, and strategic components of communicative competence, as well as to identify the pedagogical conditions necessary for successful implementation of TBLT in the learning process.

The research seeks to determine the extent to which task-based instruction enhances students' motivation, autonomy, and ability to use a foreign language as a real tool for communication rather than as an object of study. Furthermore, the study focuses on developing methodological recommendations for teachers on designing and sequencing tasks, integrating digital tools, and aligning task-based assessment with communicative learning outcomes. In this way, the research contributes to the modernization of language education and the improvement of professional training quality in contemporary universities.

Discussion and results. In the modern context of globalization and the internationalization of education, foreign language proficiency has become one of the key factors determining the success of future professionals in both academic and professional spheres.

However, traditional approaches to foreign language instruction primarily focused on mastering grammatical structures and memorizing lexical material often fail to ensure an adequate level of students' communicative competence. This situation highlights the need to search for more effective teaching methods that promote authentic communication and foster students' autonomy in the process of language acquisition.

One of the most promising approaches in this regard is Task-Based Language Teaching (TBLT), an instructional method centered on the performance of communicatively meaningful tasks. This approach facilitates the development of foreign language competence through engagement in authentic communication situations, where students use language as a tool for achieving specific goals rather than as an end in itself.

The scientific significance of the problem lies in the necessity to provide both theoretical justification and methodological support for the process of forming foreign language competence within the TBLT framework. The practical importance stems from the urgent need to modernize the educational process in higher education institutions by implementing innovative teaching technologies that enhance student motivation and contribute to achieving tangible learning outcomes.

Thus, the relevance of this study is determined by contemporary requirements for the quality of language training, the need to improve the effectiveness of foreign language instruction, and the growing emphasis on communicatively oriented methods, among which TBLT occupies a prominent and influential position.

Task-Based Language Teaching (TBLT) is a modern approach to teaching foreign languages that focuses on using real-life tasks as the central unit of planning and instruction. Instead of teaching grammar and vocabulary directly, learners use the language to complete meaningful tasks, such as solving a problem, writing an email, or planning a trip.

The main idea: *language is best learned through communication and real use, not through memorization of rules*. It was developed in the 1980s as part of the broader Communicative Language Teaching (CLT) movement, which began in the 1970s. It was a response to traditional, grammar-focused methods that didn't prepare learners for real communication. The early development of TBLT is linked to several key researchers and educators, namely: N. S. Prabhu (often considered the *pioneer* of TBLT, he developed the *Bangalore Project* in India (late 1970s–early 1980s), where students learned English by doing meaningful classroom tasks) [14]. Later, other scholars, such as: Jane Willis [16], Rod Ellis [10; 11], Chuhan Chen [8], Peter Skehan [15] refined and expanded the theory. Tasks in TBLT can be classified in different ways. L. M. Shtokhman's resourch *TBL and PBL Methods in the Practice of Teaching*

Foreign Languages in Non-Linguistic Higher Education Institutions explored the use of Task-Based Learning (TBL) and Project-Based Learning (PBL) as innovative approaches to teaching foreign languages in non-linguistic universities. It analyzed the theoretical foundations, principles, and stages of these learner-centered methods and offers practical recommendations for their implementation in classroom settings. The author demonstrated how TBL and PBL enhance students' foreign language communicative competence, motivation, and ability to apply language in professionally oriented contexts. The publication was intended for teachers, researchers, and students interested in modern methods of foreign language instruction [6]. The article of Stepanenko L., Popova L.M. "Formation of Transversal Competences in Foreign Language Professional Training of Future Teachers: Normative and Legislative Aspects." analyzes the concept of transversal competences (such as critical thinking, communication, collaboration, creativity, and lifelong learning) and their role in the professional foreign language training of future teachers. The authors focus on the normative and legislative framework that regulates the integration of transversal competences into higher pedagogical education in Ukraine. They review national and European educational standards, particularly the EU recommendations on key competences for lifelong learning, and explain how these competences should be implemented in teacher training programs through foreign language courses. The main idea is that foreign language education serves as an effective medium for developing transversal competences, preparing future teachers for professional mobility, intercultural communication, and continuous self-development in a globalized educational environment [5]. Analyzing the result of scientific works we can one of the most common classification of Tasks in TBLT:

Table 1
Classification of Tasks in TBLT

Type of Task	Description	Example
Information-gap tasks	Learners exchange information to complete a task.	One student has a map, another has directions; they must find a route.
Opinion-gap tasks	Learners share opinions and negotiate meaning.	Discussing pros and cons of online learning.
Reasoning-gap tasks	Learners derive new information through reasoning or logic.	Planning the best way to reduce energy use in a school.
Problem-solving tasks	Learners solve real or imaginary problems.	Designing a new eco-friendly product.
Decision-making tasks	Learners make a collective decision.	Choosing a place for a class trip.

The concept of *foreign language competence* is central to modern language education. It refers to a learner's ability to use the target language effectively and

appropriately in various communicative contexts. According to the Common European Framework of Reference for Languages (CEFR), language competence comprises several interrelated components: *linguistic, sociolinguistic, pragmatic, and strategic* competences.

- *Linguistic competence* involves knowledge of vocabulary, grammar, and phonology.
- *Sociolinguistic competence* relates to understanding the social norms, politeness conventions, and cultural nuances of language use.
- *Pragmatic competence* focuses on discourse organization and the functional use of language for communication.
- *Strategic competence* entails the ability to compensate for gaps in knowledge through communication strategies such as paraphrasing or clarification.

The formation of these components requires an integrative and dynamic approach to teaching that connects language forms with meaningful use. This theoretical perspective aligns with the communicative paradigm, which views language learning as a process of constructing meaning through interaction rather than memorizing linguistic forms. TBLT embodies this principle by placing communicative tasks at the center of the learning process.

Task-Based Language Teaching originated from the *Communicative Language Teaching (CLT)* movement of the late twentieth century. Its development was strongly influenced by N. S. Prabhu's *Bangalore Project* (1987), which demonstrated that learners can acquire language effectively when engaged in problem-solving tasks rather than through explicit grammar instruction.

According to Ellis (2003), a *task* is a meaning-focused activity that requires learners to use the target language for achieving a communicative goal. Tasks differ from exercises in that they emphasize *meaning over form and process over product*. Willis (1996) proposed a framework consisting of three key stages:

1. *Pre-task*, where the teacher introduces the topic and prepares learners linguistically and cognitively;
2. *Task cycle*, during which learners perform the communicative task using the target language;
3. *Post-task*, where learners analyze language use and reflect on performance.

Table 2

**Typical TBLT Lesson Structure
 (after Jane Willis model)**

Stage	Focus	Example activity
Pre-task	Introduce topic, activate vocabulary, explain instructions	Brainstorm ideas about travel safety
Task	Students perform the main communicative task	Plan a safe trip abroad in groups
Planning	Students prepare to report their results	Write notes and discuss key points
Report	Students present outcomes to class	Share their travel plan
Language focus	Teacher analyzes useful language, grammar, or expressions	Highlight past tense and travel-related vocabulary
Post-task	Optional extension or reflection	Write a short travel blog

Here are several examples of using Task-Based Language Teaching (TBLT) in higher education institutions across various disciplines and classroom types:

1. Problem-Solving Discussions (Language or Communication Courses)

Task: Students are given a real-world problem (e.g., improving campus sustainability, organizing an international student event).

Goal: Work in groups to discuss possible solutions and present a plan.

Skills Developed: Speaking, negotiation of meaning, critical thinking, teamwork.

Example: In an English for Academic Purposes (EAP) course, students design an “Eco-Friendly Campus” project and present it to classmates.

2. Job Interview Simulation (Business English / Professional Communication)

Task: Students act out job interviews, alternating between interviewer and applicant roles.

Goal: Practice formal speaking, questioning, and self-presentation skills.

Skills Developed: Listening, speaking, pragmatics, professional vocabulary.

Example: Business students prepare CVs, write cover letters, and conduct mock interviews in English.

3. Creating a Digital Newsletter or Blog (Media, Journalism, or English Studies)

Task: Students collaborate to produce a digital publication for their faculty.

Goal: Collect information, write articles, edit, and publish content.

Skills Developed: Writing, reading, teamwork, digital literacy.

Example: Journalism students write short campus news articles, interview teachers, and publish them online.

4. Organizing a Cultural Exchange Event (Intercultural Communication or ESP Course)

Task: Students plan an event introducing their country’s traditions to international students.

Goal: Prepare invitations, scripts, and short presentations.

Skills Developed: Speaking, writing, cultural competence, organization.

Example: Students in a tourism management program plan a “Discover Ukraine” evening for exchange students.

5. Designing a Website or App Prototype (IT or Engineering English)

Task: Students design and present a prototype for a useful website or mobile application.

Goal: Collaborate in teams, explain functions, and demonstrate usability.

Skills Developed: Technical vocabulary, teamwork, presentation skills.

Example: Computer science students create a “Student Helpdesk App” and pitch it in English.

6. Research Presentation (Academic English or Science Courses)

Task: Students conduct a mini research project on a topic related to their field and present findings.

Goal: Practice explaining data, results, and conclusions clearly.

Skills Developed: Academic writing, oral presentation, use of visual aids.

Example: Biology students present a short report on “Microplastic Pollution” using slides and discussion questions.

7. Role-Play Negotiations (Law or Business Programs)

Task: Students act as company representatives or lawyers negotiating a contract.

Goal: Use persuasive and diplomatic language to reach agreement.

Skills Developed: Argumentation, persuasion, professional English.

Example: Law students simulate an international trade negotiation.

8. Planning a Study Trip or Conference (Tourism or International Relations Courses)

Task: Students organize all aspects of an academic trip abroad (budget, accommodation, itinerary, schedule).

Goal: Present a realistic travel plan.

Skills Developed: Planning, problem-solving, practical vocabulary.

Example: Tourism students plan a 3-day educational trip to London for their class.

9. Data Interpretation and Reporting (Economics or STEM Fields)

Task: Analyze a set of graphs or statistics and report conclusions.

Goal: Summarize and present findings clearly and logically.

Skills Developed: Reading comprehension, academic speaking, writing.

Example: Economics students analyze employment data and present a short “economic forecast” in English.

10. Peer Teaching or Workshop (Education Programs)

Task: Students prepare and conduct a mini-lesson or language activity for peers.

Goal: Develop teaching, communication, and leadership skills.

Skills Developed: Speaking, organization, reflective learning.

Example: Pre-service teachers design an English vocabulary game and lead it with their classmates.

The main *principles of TBLT* include: *meaning-centered learning* – communication takes priority over explicit grammar study; *authenticity* – tasks should resemble real-life situations; *learner autonomy* – students take responsibility for their own learning process; *interaction and negotiation of meaning* – learners collaborate and exchange information to achieve shared outcomes; *integration of skills* – listening, speaking, reading, and writing are developed simultaneously within the task context.

These principles make TBLT an effective theoretical model for communicative competence development, aligning pedagogy with the cognitive and social dimensions of learning.

Thus, TBLT serves as a *theoretical bridge* between communicative language teaching and cognitive psychology, promoting the development of linguistic, pragmatic, and strategic components of competence in an integrated manner.

Contemporary higher education emphasizes *competency-based learning*, where outcomes are defined in terms of knowledge, skills, and attitudes necessary for professional success. TBLT aligns naturally with this paradigm because it develops not only linguistic proficiency but also critical thinking, collaboration, and problem-solving abilities. Within the *communicative approach*, TBLT operationalizes theoretical principles by transforming abstract communicative goals into concrete learning experiences. For example, tasks such as planning a project, writing a proposal, or conducting an interview simulate authentic professional contexts and require learners to use language purposefully.

Moreover, integrating *digital learning tools* such as online simulations, collaborative platforms, and AI-assisted writing tools expands the scope of task design. Digital environments facilitate autonomous learning, peer feedback, and intercultural communication, reinforcing the student-centered philosophy of TBLT.

Implementing TBLT in university settings requires careful methodological planning. The design of tasks should follow a progressive sequence – from simple, familiar contexts to more complex and open-ended ones. Each task should have a clear communicative objective, defined outcomes, and opportunities for reflection. Teachers act as *facilitators* rather than transmitters of knowledge. Their role involves providing linguistic input, scaffolding interaction, and encouraging self-assessment. Assessment methods should focus not only on linguistic accuracy but also on *communicative effectiveness, task completion, and strategic competence*.

Furthermore, *form-focused instruction* can be incorporated selectively within TBLT to support grammatical accuracy. According to Long M. H. [12], a *focus-on-form* approach, where attention to language structures arises naturally during communication, ensures balance between fluency and correctness.

In higher education, TBLT also supports *interdisciplinary integration* (for example, designing tasks that involve scientific reporting, engineering problem-solving, or intercultural negotiation) thereby aligning language learning with professional domains.

Despite its theoretical advantages, TBLT presents several challenges in practice. These include limited teacher preparation, time constraints, assessment difficulties, and resistance to shifting from teacher-centered models. Many educators lack sufficient training in task design, classroom management for group tasks, or communicative assessment. To address these challenges, universities should invest in *professional development programs* that familiarize instructors with TBLT theory and practice. Additionally, curricular frameworks must be adapted to include communicative objectives and allow flexibility for task-based instruction.

Future prospects of TBLT are strongly linked to *technological integration* and *blended learning models*, where digital tools provide authentic communicative contexts and data-driven feedback. As AI and online platforms evolve, they can support adaptive task sequencing and personalized learning paths, enhancing the efficiency of TBLT-based instruction.

In TBLT, the main task is a goal-oriented communicative activity that reflects real-world language use. The task must: have a *clear outcome* (e.g., a plan, a report, a decision); require meaningful communication rather than language practice only; encourage learners to use the target language as a tool to achieve the goal. Here are *the main advantages of Task-Based Language Teaching* (TBLT):

1. *Focus on Real Communication* (TBLT emphasizes using language for meaningful, real-life purposes rather than just memorizing grammar rules. Learners use language to achieve goals (e.g., solving a problem, writing an email, planning a trip). This improves fluency, confidence, and communicative competence.

2. *Learner-Centered Approach* (TBLT puts students at the center of the learning process. They take an active role in completing tasks. This encourages autonomy, responsibility, and motivation. The teacher acts as a facilitator or guide, not just a lecturer.

3. *Promotes Natural Language Use* (Through tasks, students use authentic, spontaneous language, similar to how it is used outside the classroom. Encourages natural interaction and negotiation of meaning. Helps develop both fluency and accuracy over time.

4. *Integration of Skills*. Most tasks require listening, speaking, reading, and writing together, just like in real communication. This leads to a balanced development of all language skills.)

5. *Motivating and Engaging* (Because tasks are often interesting, relevant, and purposeful, learners are more engaged. Real-world topics and problem-solving activities keep students motivated. They see immediate value in what they learn).

6. *Focus on Meaning before Form* (Learners first concentrate on what they want to say, not how to say it. Grammar and vocabulary are taught **in context**, after communication occurs. This leads to better retention and understanding of linguistic forms.

7. *Encourages Collaboration* (Many TBLT activities involve pair or group work, which develops: Teamwork and communication skills Cross-cultural understanding. Social and cognitive development).

8. *Supports Assessment of Real Competence* (TBLT allows teachers to assess language use in action, not just theoretical knowledge. Performance-based assessment (e.g., completing a project or presentation) shows true communicative ability).

9. *Adaptable to Different Levels and Contexts* (Tasks can be easily adjusted for: different proficiency levels; classroom sizes; academic or professional goals).

Table 3

The Main Advantages of Using the Task-Based Language Teaching (TBLT) in Higher Education Institutions

Advantage	Key Benefit
Real communication	Develops fluency and practical language use
Learner-centered	Encourages autonomy and motivation
Natural language use	Promotes authentic interaction
Integration of skills	Improves all four language skills
Meaningful context	Enhances understanding and retention
Collaboration	Builds teamwork and social skills
Real competence assessment	Reflects true language performance
Adaptability	Suitable for any level or setting

This method emphasizes active learner participation, collaboration, and the practical use of language in authentic contexts. In higher education, TBLT is widely recognized for promoting communicative competence, learner autonomy, and motivation. However, like any pedagogical approach, it also presents certain challenges related to implementation, assessment, and classroom management.

TBLT can be *challenging to organize and manage*, especially in large classes. It requires careful planning of meaningful tasks. Teachers need good classroom management and time management skills. Some institutions lack the resources or flexibility for this approach.

Teachers must be *well-trained* in designing, adapting, and evaluating tasks. Not all teachers are familiar with TBLT principles. Preparing effective tasks takes *more time and effort* than traditional lesson planning.

It is not always easy to *measure performance* objectively. Traditional tests (grammar, vocabulary) don't fit well with TBLT goals. Evaluating communicative competence can be *subjective and time-consuming*. Because TBLT focuses on meaning, explicit grammar teaching may be neglected. Some learners may develop fluency but lack accuracy. Teachers need to balance form-focused and meaning-focused activities.

In group tasks, *stronger students* may dominate discussions, while weaker ones stay passive. This can limit equal learning opportunities for all students. Teachers must monitor interaction carefully.

In some cases, students may not be exposed to *enough correct or rich language input*. If tasks rely too much on peer communication, errors can spread without correction.

In some contexts, students and teachers prefer *traditional teacher-centered approaches*. Learners may feel uncertain without clear grammar explanations or structured lessons. Institutions may resist changing curricula or assessment systems.

Completing and evaluating tasks takes *more classroom time* than drills or textbook exercises. This can slow down syllabus coverage.

Table 4

The Main Disadvantages of Using the Task-Based Language Teaching (TBLT) in Higher Education Institutions

Disadvantage	Explanation
Difficult to implement	Requires complex planning and management
High teacher demands	Needs well-trained and creative teachers
Assessment issues	Hard to evaluate communicative tasks fairly
Less grammar focus	Risk of fluency without accuracy
Unequal participation	Some students may dominate or withdraw
Limited input	Risk of reinforcing errors among peers
Cultural resistance	Some prefer traditional methods
Time-consuming	Reduces time for covering full syllabus

Conclusion. Task-Based Language Teaching represents a theoretically grounded and pedagogically effective approach to forming students' foreign language competence. It unites communicative, cognitive, and sociocultural perspectives on language learning, promoting interaction, autonomy, and meaningful use of language.

The theoretical analysis demonstrates that TBLT fosters the integration of linguistic and communicative skills, encourages self-directed learning, and aligns with competency-based educational standards. For higher education, it offers a flexible framework capable of meeting the challenges of global communication and professional mobility.

To ensure successful implementation, it is essential to provide teacher training, integrate form-focused support, and employ digital tools for communicative practice and feedback. In doing so, TBLT contributes not only to the linguistic development of students but also to the broader goals of modern education — cultivating independent, creative, and globally competent individuals.

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