

USING A TASK-BASED TEACHING APPROACH IN DEVELOPING  
INTERCULTURAL COMMUNICATIVE COMPETENCE

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**Annotsatsiya.** Ushbu maqola madaniyatlararo kommunikativ kompetentsiyani (ICC) rivojlantirishda vazifa asosidagi til o'qitish (TBLT) usulidan foydalanishni ko'rib chiqadi va uning til o'rganishni madaniy tushunchalar bilan uyg'unlashtirishdagi samaradorligini ta'kidlaydi. O'yinlar, muammolarni hal qilish va madaniyat tahlili kabi haqiqiy vazifalar orqali o'quvchilar tilni haqiqiy madaniyatlararo sharoitlarda amalda qo'llaydilar. Maqolada TBLT madaniyat tushunchasi, empatiya va moslashuvchanlik kabi ICCning asosiy ko'nikmalarini qanday rivojlantirishi, Byromning madaniyatlararo kompetensiya modeli va konstruktivistik o'qitish nazariyasiga mos kelishi ta'kidlangan. Usul ba'zi qiyinchiliklarga, masalan, vazifalarni tanlash va ICCni baholashga ega bo'lsa-da, u oxir-oqibat talabalarning turli madaniyatlar sharoitida samarali muloqotga tayyorgarligini oshiradi va zamonaviy ta'limda qimmatli yondashuv hisoblanadi.

**Kalit so'zlar:** Madaniyatlararo kommunikativ kompetensiya, Vazifa asosidagi til o'qitish (TBLT), Konstruktivistik o'qitish, Til o'rganish va madaniy tushuncha, Ta'lim metodologiyasi.

**Annotation:** This article examines the use of Task-Based Language Teaching (TBLT) in developing intercultural communicative competence (ICC), emphasizing its effectiveness in combining language learning with cultural understanding. By engaging in real-world tasks like role-plays, problem-solving, and cultural analysis, learners practice language within authentic intercultural scenarios. The article highlights how TBLT builds core ICC skills, such as cultural awareness, empathy, and adaptability, in alignment with Byram's model of intercultural competence and constructivist learning theory. While the approach has challenges, like task selection and ICC assessment, it ultimately prepares students for effective communication in diverse cultural settings, making it a valuable approach in modern education.

**Keywords:** Intercultural communicative competence, Task-based language teaching (TBLT), Constructivist learning, Language learning and cultural understanding, Educational methodology.

In today's globalized world, intercultural communicative competence (ICC) has become a crucial skill for individuals navigating culturally diverse environments. It encompasses the ability to interact effectively and appropriately with people from different cultures, integrating elements such as language skills, cultural awareness, and adaptability. To foster ICC, educators and linguists have increasingly turned to Task-Based Language Teaching (TBLT) as an effective approach. TBLT emphasizes using meaningful, real-world tasks to develop language skills in context, offering learners opportunities to practice intercultural communication in practical, interactive

scenarios. This article explores the theoretical and methodological foundations of TBLT in developing ICC, outlining key principles and practical applications.

## 1. Theoretical Foundations of Intercultural Communicative Competence

refers to a person's ability to communicate effectively in cross-cultural interactions by considering cultural norms, values, and contexts. According to Byram's model of intercultural competence (1997), ICC includes five dimensions:

- Knowledge: Understanding cultural practices, products, and perspectives.
- Attitudes: Openness and curiosity toward other cultures.
- Skills of Interpreting and Relating: Interpreting cultural artifacts and relating them to one's own experiences.
- Skills of Discovery and Interaction: Acquiring new cultural knowledge through interaction.
- Critical Cultural Awareness: Reflecting on one's cultural identity and values, and evaluating other cultures' values.

In the context of education, constructivist learning theory supports the development of ICC through TBLT by emphasizing active engagement, social interaction, and real-life problem-solving. Constructivism suggests that learners construct knowledge actively through experiences and interactions, making TBLT an ideal method for fostering intercultural competence, as it places learners in realistic communicative situations that mimic actual intercultural encounters.

2. The Task-Based Teaching Approach (TBLT) is a learner-centered approach that uses language tasks—defined as activities where meaning is primary, and learners use the language to achieve a specific outcome. Unlike traditional language instruction, which often focuses on grammar and rote memorization, TBLT promotes active learning through practical engagement. The methodology was popularized in the late 20th century by researchers like Prabhu (1987) and Willis (1996), who emphasized the effectiveness of task-based methods for developing language proficiency in real-world contexts.

### Key Components of TBLT:

- Pre-task phase: Introduction of the task, focusing on the topic, vocabulary, and strategies needed.
- Task cycle: Learners complete the task using target language skills in pairs or groups.
- Post-task phase: Reflection, error correction, and discussion, allowing learners to internalize the experience and language used.

**3.** In the context of intercultural competence, TBLT allows learners to practice language in ways that also build cultural understanding. A successful TBLT curriculum geared toward ICC incorporates tasks that involve simulated intercultural interactions or require learners to explore and compare cultural elements. Here are some examples of task types that support ICC development:

- Role-plays and Simulations: Students practice real-life scenarios, such as greeting someone in a different culture, handling misunderstandings, or discussing cultural practices.

- Problem-Solving Tasks: Groups work on resolving culturally relevant issues, which require understanding cultural viewpoints, norms, and values.

- Cultural Analysis Tasks: Students research and present findings on cultural traditions, customs, or etiquette, followed by group discussions to compare these with their own cultures.

By engaging in these activities, students become aware of cultural differences and develop the flexibility and openness needed for effective intercultural communication.

**4.** Advantages of TBLT for Developing Intercultural Communicative Competence:

- Enhanced Cultural Awareness: TBLT promotes an understanding of cultural nuances and encourages students to explore similarities and differences.

- Real-World Language Practice: Learners practice language as it would be used in authentic intercultural interactions, making it more likely they will remember and apply these skills.

- Critical Thinking and Reflection: TBLT encourages learners to reflect on their experiences and question their cultural assumptions, which is crucial for developing cultural sensitivity and adaptability.

- Motivating and Engaging: Tasks that are meaningful and relevant increase motivation, and students are more likely to invest in language and cultural learning when they see immediate relevance.

**5.** Implementing TBLT in the development of intercultural competence presents challenges, including selecting tasks that accurately reflect intercultural communication demands and adapting tasks to different proficiency levels. Instructors must carefully design tasks that encourage meaningful, culturally relevant communication without overwhelming students. Additionally, assessment of intercultural competence poses challenges, as it involves evaluating soft skills like

adaptability, empathy, and openness, which are less straightforward than traditional language skills.

**Conclusion.** The task-based teaching approach, when applied with a focus on intercultural communicative competence, provides a powerful framework for preparing learners to engage effectively in our increasingly interconnected world. By integrating intercultural components into meaningful language tasks, TBLT not only promotes language proficiency but also fosters cultural awareness, adaptability, and empathy. While the implementation of TBLT requires careful planning and a nuanced understanding of cultural dynamics, its potential for cultivating skilled intercultural communicators is invaluable in contemporary education. For educators and linguists alike, TBLT presents a methodology that bridges language learning with intercultural competence, empowering students to navigate diverse cultural landscapes confidently and respectfully.

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