THE ROLE OF TASK-BASED LANGUAGE TEACHING (TBLT) IN ENHANCING LEARNER AUTONOMY AT DIFFERENT STAGES OF ENGLISH LANGUAGE ACQUISITION

Yusupova Guliraykhona Akhmed kizi
Student of the Samarkand State Institute of Foreign Languages
Dilmurodova Sevinch Utkirbek kizi
Student of the Samarkand State Institute of Foreign Languages
Izzatova Sevinch Ikhtiyor kizi
Student of the Samarkand State Institute of Foreign Languages

Abstract: This article explores the role of Task-Based Language Teaching (TBLT) in enhancing learner autonomy at different stages of English language acquisition. In modern pedagogy, developing independent learning skills is considered one of the key objectives of language education. The study examines how TBLT, as a student-centered and communicative approach, contributes to fostering autonomy among learners in primary, secondary, and tertiary education. The research is based on theoretical analysis of existing literature and comparative evaluation of teaching practices across different educational levels. The findings suggest that TBLT significantly promotes learners' responsibility, decision-making ability, and motivation, although its effectiveness varies depending on learners' cognitive development and educational context. The article concludes that successful implementation of TBLT requires adaptation to learners' age, proficiency level, and learning environment.

Keywords: Task-Based Language Teaching, learner autonomy, English language teaching, communicative approach, language acquisition, student-centered learning, cognitive development, motivation, independent learning, teaching methods, educational stages, pedagogy, classroom interaction, language skills, modern methodology

Аннотация: В данной статье рассматривается роль обучения языку на основе задач (TBLT) в повышении самостоятельности обучающихся на различных этапах овладения английским языком. В современной педагогике развитие навыков самостоятельного обучения считается одной из ключевых задач языкового образования. В исследовании рассматривается, как ТБЛТ как личностно-ориентированный и коммуникативный подход способствует формированию самостоятельности учащихся в начальном, среднем и высшем образовании. Исследование основано на теоретическом анализе существующей литературы и сравнительной оценке практики преподавания на разных уровнях образования. Результаты показывают, что ТВЛТ значительно способствует ответственности, способности принимать решения и мотивации учащихся, хотя его эффективность варьируется в зависимости от когнитивного развития учащихся и образовательного контекста. В статье делается вывод, что успешная реализация ТБЛТ требует адаптации к возрасту, уровню владения и учебной среде обучающихся.

Ключевые слова: Обучение языку на основе задач, самостоятельность обучающегося, преподавание английского языка, коммуникативный подход, овладение языком, обучение, ориентированное на студента, когнитивное развитие, мотивация, самостоятельное обучение, методы обучения, этапы обучения, педагогика, взаимодействие в классе, языковые навыки, современная методика

Annotatsiya: Ushbu maqolada ingliz tilini o‘zlashtirishning turli bosqichlarida o‘quvchilarning mustaqilligini oshirishda topshiriqlarga asoslangan til o‘rgatish (TBLT) ning o‘rni o‘rganiladi. Zamonaviy pedagogikada mustaqil ta’lim olish ko‘nikmalarini rivojlantirish til ta’limining asosiy maqsadlaridan biri hisoblanadi. Tadqiqot TBLTning o‘quvchiga yo‘naltirilgan va kommunikativ yondashuv sifatida boshlang‘ich, o‘rta va oliy ta’limda o‘quvchilarda mustaqillikni shakllantirishga qanday hissa qo‘shishini o‘rganadi. Tadqiqot mavjud adabiyotlarni nazariy tahlil qilish va ta’limning turli bosqichlarida o‘qitish amaliyotini qiyosiy baholashga asoslangan. Natijalar shuni ko‘rsatadiki, TBLT o‘quvchilarning mas’uliyati, qaror qabul qilish qobiliyati va motivatsiyasini sezilarli darajada oshiradi, garchi uning samaradorligi o‘quvchilarning kognitiv rivojlanishi va ta’lim kontekstiga qarab farq qilsa-da. Maqolada TBLTni muvaffaqiyatli joriy etish o‘quvchilarning yoshi, malaka darajasi va o‘quv muhitiga moslashishni talab qilishi haqida xulosa chiqarilgan.

Kalit so‘zlar: Topshiriqlarga asoslangan til o‘qitish, ta’lim oluvchining mustaqilligi, ingliz tilini o‘qitish, kommunikativ yondashuv, tilni o‘zlashtirish, o‘quvchiga yo‘naltirilgan ta’lim, kognitiv rivojlanish, motivatsiya, mustaqil ta’lim, o‘qitish usullari, ta’lim bosqichlari, pedagogika, sinfdagi o‘zaro ta’sir, til ko‘nikmalari, zamonaviy metodika

INTRODUCTION

In recent decades, the field of English language teaching has undergone significant transformations, shifting from teacher-centered approaches to more learner-centered methodologies. One of the most prominent developments in this regard is the emergence of Task-Based Language Teaching (TBLT), which emphasizes meaningful communication and real-life language use in the classroom. TBLT is grounded in the principles of communicative language teaching and focuses on engaging learners in authentic tasks that require the use of language as a tool for achieving specific outcomes. According to David Nunan[10] tasks are classroom activities that involve learners in comprehending, manipulating, producing, or interacting in the target language while their attention is primarily focused on meaning rather than form.

The growing importance of learner autonomy in language education has further strengthened the relevance of TBLT. Learner autonomy refers to the ability of students to take responsibility for their own learning, including setting goals, selecting strategies, and evaluating progress. As noted by Henri Holec autonomy is “the ability to take charge of one’s own learning,” which has become a central objective in modern educational systems[11]. In this context, TBLT provides a suitable framework for promoting autonomy, as it encourages learners to actively participate in task completion, collaborate with peers, and make decisions during the learning process.

Moreover, the application of TBLT varies significantly across different stages of the learning process, such as primary, secondary, and tertiary education. Each stage is characterized by distinct cognitive, psychological, and social factors that influence how learners engage with tasks. Drawing on the sociocultural theory of Lev Vygotsky learning is seen as a socially mediated

[10] Nunan David. Task-Based Language Teaching. – Cambridge: Cambridge University Press, 2004. – 222 p.
[11] Holec Henri. Autonomy and Foreign Language Learning. – Oxford: Pergamon Press, 1981. – 65 p.

process, where interaction and collaboration play a crucial role in cognitive development[12]. This perspective supports the idea that task-based activities can facilitate not only language acquisition but also the development of higher-order thinking skills through social interaction.

In addition, empirical studies highlight that TBLT enhances motivation and engagement among learners. Jane Willis argues that tasks create a meaningful context for language use, which increases learners' interest and willingness to communicate[13]. Similarly, Rod Ellis emphasizes that task-based instruction promotes natural language use and provides opportunities for incidental learning, which is essential for developing communicative competence[14].

Despite its advantages, the implementation of TBLT also presents certain challenges, particularly in adapting tasks to different proficiency levels and educational contexts. Younger learners may require more structured guidance, while advanced learners benefit from more open-ended and complex tasks. Therefore, it is necessary to examine how TBLT can be effectively applied at different stages of English language acquisition to maximize its impact on learner autonomy.

This study aims to analyze the role of Task-Based Language Teaching in fostering learner autonomy across various educational stages. It seeks to identify the key principles underlying TBLT, evaluate its effectiveness in different learning contexts, and provide practical recommendations for its implementation in English language classrooms.

MAIN PART

Task-Based Language Teaching (TBLT) has emerged as an effective pedagogical approach that aligns with the contemporary goals of English language education, particularly in fostering learner autonomy. The central premise of TBLT is that language is best acquired through meaningful interaction and the completion of authentic tasks rather than through isolated grammar instruction. As emphasized by Rod Ellis, tasks provide learners with opportunities to use language pragmatically, thereby promoting both fluency and communicative competence[15].

One of the key advantages of TBLT lies in its ability to develop learner autonomy. In task-based environments, students are encouraged to take responsibility for their own learning by actively engaging in problem-solving, decision-making, and collaborative activities. This aligns with the concept of autonomy proposed by Henri Holec who argued that autonomous learners are capable of managing their own learning processes[16]. Through tasks such as group discussions, role-plays, and project-based assignments, learners gradually become more independent and confident in their language use.

At the primary education level, the implementation of TBLT requires careful adaptation to suit the cognitive and emotional development of young learners. Children at this stage tend to have limited attention spans and rely heavily on visual and interactive stimuli. Therefore, tasks should

[12] Vygotsky Lev. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, MA: Harvard University Press, 1978. – 159 p.
[13] Willis Jane. A Framework for Task-Based Learning. – Harlow: Longman, 1996. – 180 p.
[14] Ellis Rod. Task-Based Language Learning and Teaching. – Oxford: Oxford University Press, 2003. – 387 p.
[15] Ellis Rod. Task-Based Language Learning and Teaching. – Oxford: Oxford University Press, 2003. – 387 p.
[16] Holec Henri. Autonomy and Foreign Language Learning. – Oxford: Pergamon Press, 1981. – 65 p.

be simple, engaging, and supported by visual aids. According to David Nunan tasks for young learners should focus on meaning and enjoyment rather than linguistic accuracy[17]. For example, storytelling, games, and picture-based activities can effectively promote language use while simultaneously developing basic autonomy skills such as participation and cooperation.

In secondary education, learners demonstrate greater cognitive maturity and are capable of handling more complex tasks. At this stage, TBLT can be used to enhance critical thinking and problem-solving abilities. Tasks such as debates, information-gap activities, and collaborative projects encourage students to negotiate meaning and express their opinions. Jane Willis highlights that the task cycle comprising pre-task, task, and post-task phases provides a structured framework that supports learners while still allowing for independent language use[18]. As a result, students develop not only linguistic competence but also strategic learning skills, which are essential components of learner autonomy.

At the tertiary level, TBLT becomes even more effective in promoting advanced autonomy and self-directed learning. University students are generally expected to take greater responsibility for their education, and task-based approaches align well with this expectation. Tasks at this stage often involve research projects, presentations, and real-world problem-solving activities that require extensive language use and independent effort. Drawing on the sociocultural perspective of Lev Vygotsky such tasks facilitate learning through social interaction and scaffolding, where learners support each other in achieving higher levels of competence[19].

Furthermore, the integration of technology has significantly enhanced the effectiveness of TBLT across all educational stages. Digital tools such as online discussion platforms, language learning applications, and virtual classrooms provide additional opportunities for task-based interaction. According to Carol Chapelle technology-mediated tasks can increase learner engagement and provide immediate feedback, which is crucial for autonomous learning[20]. For instance, students can participate in online forums, complete collaborative projects using digital tools, and access authentic materials that enrich their learning experience.

Despite its numerous benefits, the implementation of TBLT is not without challenges. One of the primary difficulties is the need for careful task design that matches learners' proficiency levels and learning objectives. Inadequately designed tasks may lead to confusion or reduced participation. Additionally, teachers may face constraints such as limited classroom time, large class sizes, and insufficient training in task-based methodologies. Michael Long emphasizes that successful task-based instruction requires a balance between focus on meaning and attention to form, ensuring that learners achieve both fluency and accuracy[21].

---

[17] Nunan David. Task-Based Language Teaching. – Cambridge: Cambridge University Press, 2004. – 222 p.
[18] Willis Jane. A Framework for Task-Based Learning. – Harlow: Longman, 1996. – 180 p.
[19] Vygotsky Lev. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, MA: Harvard University Press, 1978. – 159 p.
[20] Chapelle Carol. Computer-Assisted Language Learning. – Cambridge: Cambridge University Press, 2009. – 220 p.
[21] Long Michael. Focus on Form: A Design Feature in Language Teaching Methodology // In: de Bot K., Ginsberg R., Kramsch C. (eds.). Foreign Language Research in Cross-Cultural Perspective. – Amsterdam: John Benjamins, 1991. – P. 39–52.

Another important consideration is the assessment of learner autonomy within a TBLT framework. Traditional assessment methods, which focus primarily on grammatical accuracy, may not adequately capture the development of autonomy and communicative competence. Therefore, alternative assessment strategies such as self-assessment, peer evaluation, and portfolio-based assessment are recommended. These methods encourage learners to reflect on their progress and take an active role in evaluating their learning outcomes.

The findings indicate that TBLT plays a significant role in enhancing learner autonomy across different stages of English language acquisition. Its effectiveness, however, depends on various factors, including task design, teacher expertise, and the learning environment. By adapting tasks to the specific needs and characteristics of learners at each stage, educators can maximize the potential of TBLT and promote more effective and autonomous language learning.

CONCLUSION

The present study has examined the role of Task-Based Language Teaching (TBLT) in enhancing learner autonomy across different stages of English language acquisition. Based on theoretical analysis and comparative discussion, it is evident that TBLT represents a highly effective and flexible approach that aligns with the goals of modern language education. By emphasizing meaningful communication, real-life tasks, and student-centered learning, TBLT creates conditions that foster independence, motivation, and active learner engagement.

One of the key findings of this study is that learner autonomy does not develop uniformly across all educational stages but is influenced by learners' cognitive, psychological, and social characteristics. At the primary level, autonomy is developed through guided participation and interactive tasks, while at the secondary level, learners begin to demonstrate greater independence through collaborative and problem-solving activities. At the tertiary level, TBLT supports fully autonomous learning by encouraging critical thinking, research skills, and self-directed language use. This staged development confirms the importance of adapting teaching methods to learners' developmental needs, as also suggested by Lev Vygotsky, who emphasized the role of social interaction and scaffolding in learning.

Furthermore, the study highlights that TBLT not only improves linguistic competence but also contributes to the development of essential 21st-century skills such as critical thinking, collaboration, and decision-making. As noted by Rod Ellis, task-based approaches provide learners with authentic opportunities to use language in meaningful contexts, which enhances both fluency and communicative effectiveness. In addition, the integration of digital technologies further strengthens the impact of TBLT by expanding access to authentic materials and interactive learning environments.

However, the successful implementation of TBLT depends on several critical factors. These include the teacher's ability to design appropriate tasks, manage classroom interaction, and provide effective feedback. Teachers must also strike a balance between meaning-focused and form-focused instruction, as emphasized by Michael Long to ensure that learners achieve both accuracy and fluency. Moreover, institutional support, availability of resources, and teacher training play a crucial role in the effective adoption of task-based methodologies.

Another important implication of this study is the need to reconsider traditional assessment practices. Since learner autonomy is a complex and multidimensional construct, it cannot be fully measured through conventional testing methods alone. Alternative forms of assessment, such as

self-assessment and portfolio-based evaluation, should be incorporated to better reflect learners' progress and independence.

In conclusion, Task-Based Language Teaching can be considered a powerful pedagogical tool for promoting learner autonomy at all stages of English language learning. Its adaptability and focus on meaningful communication make it particularly relevant in today's educational context. Future research should focus on empirical studies that investigate the long-term effects of TBLT on learner autonomy and explore innovative ways of integrating technology into task-based instruction.

REFERENCES

1. Nunan David. Task-Based Language Teaching. – Cambridge: Cambridge University Press, 2004. – 222 p.
2. Ellis Rod. Task-Based Language Learning and Teaching. – Oxford: Oxford University Press, 2003. – 387 p.
3. Willis Jane. A Framework for Task-Based Learning. – Harlow: Longman, 1996. – 180 p.
4. Holec Henri. Autonomy and Foreign Language Learning. – Oxford: Pergamon Press, 1981. – 65 p.
5. Vygotsky Lev. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, MA: Harvard University Press, 1978. – 159 p.
6. Long Michael. Focus on Form: A Design Feature in Language Teaching Methodology // In: de Bot K., Ginsberg R., Kramsch C. (eds.). Foreign Language Research in Cross-Cultural Perspective. – Amsterdam: John Benjamins, 1991. – P. 39–52.
7. Chapelle Carol. Computer-Assisted Language Learning. – Cambridge: Cambridge University Press, 2009. – 220 p.
8. Solieva, Z.B., & Javburieva, R. USE OF GAMES IN THE EDUCATIONAL PROCESS.УЧЕНЫЙ XXI ВЕКА, 18.
9. Солиева, З. Б. ПРОБЛЕМА ЛЕКСИКОГРАФИЧЕСКОЙ ОБРАБОТКИ СЛОВА И СПОСОБЫ ЕЕ РЕШЕНИЯ. УЧЕНЫЙ XXI ВЕКА, 27