


## Applying Task-Based Language Teaching Approach in Teaching Reading


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**Abstract:** The article outlines a method for improving readers' abilities through a range of reading-related pre-, during, and post-tasks. Understanding information and improving language skills are two key aspects of acquisition that are covered in the intricate interactive process of reading in a target language. Because of the process's complexity, task development calls for unique strategies. Assignments could focus on gathering, comprehending, assessing, and analyzing information. The task-based language teaching (TBLT) approach has been shown to significantly increase student engagement and motivation in reading instruction. According to Eisenring et al., interaction plays a crucial role in language learning, and TBLT emphasizes meaningful communication through authentic tasks, which naturally fosters student interest and active participation. Similarly, the studies by Sukma et al. and Wang highlight that tasks such as drawing activities or problem-solving tasks are positively perceived by students, leading to higher motivation and a more enjoyable learning experience. The use of real-world tasks, like visiting a doctor or conducting interviews, encourages learners to see the relevance of reading activities, thus boosting their intrinsic motivation to engage with texts. Moreover, the incorporation of gamified and collaborative tasks, as seen in the Learning League project, further enhances learners' confidence and willingness to participate actively in reading activities. Overall, the emphasis on authentic, goal-oriented tasks in TBLT creates a learner-centered environment that motivates students to participate more fully in reading tasks, thereby improving their overall language learning experience.

**Key words:** cognitive, subsequent, content-based, facilitating, discourse, adequate, comprehend, emphasizing, evaluate, assignments.

### Introduction

Reading comprehension is one of the receptive skills in learning English that should be prioritized because reading is crucial to language learning and acquisition. Another view holds that the true foundation of the reading process is reading comprehension. It operates under the premise that comprehension is the pinnacle of reading ability and the foundation of all reading procedures. Thus, teachers' top objective should be to help children read with adequate understanding. Additionally, helping junior high school pupils understand a variety of reading texts is the primary goal of reading instruction. Given the significance of reading comprehension, it is critical to identify and implement instructional strategies, resources, activities, media, and other needs that will support students in developing their reading comprehension skills. Task-based Language Teaching (TBLT) appears to be the most appropriate approach to employ. One teaching and learning approach that places a strong emphasis on the students is called TBLT. Learners can work more independently

and improve their grammar and vocabulary using TBLT. TBLT gives students the chance to delve deeply into important information. Therefore, in order to help the kids with their reading skills, my partner and I decided to use task-based language teaching. By completing certain tasks, the children were given the opportunity to learn and apply language using this method.

Students work on assignments that they find engaging and relevant during task-based learning. They must converse with their classmates in the target language they are studying in order to complete the objective. Rather than responding to inquiries about language syntax or vocabulary, they speak in natural language. Because they are focused on their current task, students, especially younger learners, don't really feel like they are studying a language at that moment. Particularly well suited for group learning is task-based learning. Collaborative language learning is another crucial factor in successful language retention. A crucial part of learning that language is working with others and developing your confidence in it in a group setting. Positive reinforcement from instructors and peers also boosts self-esteem and motivation to study and interact with others. Apart from the advantages for pupils, having a strong understanding of this approach will improve your chances of getting hired as a teacher. Certain job postings expressly want task-based language teaching experience! One of the numerous contemporary ESL teaching strategies is task-based learning, which centers on having students set a goal (which could be a report, a video, or a presentation) and then follow three simple stages to accomplish it.

## Materials and methods

Reading is the process of using written and visual information to decipher a text's meaning or message, according to Moreillon [1]. Moreover, reading is fundamentally the activity of extracting information from written language. Reading is defined by Smith as the process of making sense of something before interpreting it [2]. Furthermore, reading is a sophisticated information processing skill in which the reader engages with text to (re)create meaningful discourse, according to Silberstein [3].

It has been determined that reading is a cognitive activity in which meaning is created or transferred through attention to written material. It is possible to summarize the process of reading as complex. It necessitates the organization, analysis, and interpretation of several information sources. In order to understand a text, readers should be able to relate it to their own experiences, make connections between new information in the text and prior knowledge, and relate terms in the text to their own knowledge. Understanding the written texts' content is the most important thing to do when reading. To put it another way, reading comprehension is its fundamental component [4]. Therefore, improving students' awareness of a text's core concepts and having them investigate its organization are crucial to their comprehension. Reading comprehension is, in essence, the capacity to infer meaning from a written material. Task-based learning employs a lesson plan that combines several exercises to complete an assignment. If the job is project-based learning, it may take multiple lessons to finish, or it may take the whole duration of a lesson. In essence, the activities are the discrete actions or exercises pupils conduct to accomplish the goal, while the task itself is the overall assignment they are attempting to finish or solve. Task examples include:

- a) Putting together a presentation
- b) Creating a short film or video
- c) Composing a text, such an article for a newsletter
- d) Putting on a skit
- e) Constructing a unique game that involves recording the rules, participating in the game, and assessing the game.
- f) Finding the answer to a real-world issue, like organizing a forthcoming vacation, or completing knowledge gaps, such identifying the originator of a rumor at school.

g) Engaging in a collective discussion or debate, such as defending a favored rival on television.

## Results and their discussion

In addition, according to other scholars such as Robb[5], there are some problems related with the teaching materials which can be main factors resulting in difficulties in teaching reading to students. To be more specific, reading materials should be based on real life situations, meaningful communication and authenticity in order to involve learners in reading process and avoid some difficulties in reading classes faced by the EFL teachers. More particularly, the authenticity of reading materials can be observed in the following ways: a) the reading material must be authentic: such reading materials encourage students to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom, going to the cinema, theatre and concerts; b) the difficulty of a reading text should not be removed because it is not a case of a function of the language, and more a function of the conceptual difficulty because simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This in fact makes a text more difficult to read than if the original text were used. It is recommended by the author that instead of simplifying a text by altering its language, make it more welcoming by provoking students' existing knowledge in pre-reading discussion, revising new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the central idea or scanning for particular information, before they initiate intensive reading; c) the reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. It is noted by the author that to identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them chances to choose their reading tasks, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read; d) the reading approach must be authentic: it is advised by the author, students should read the text in an approach that matches the reading purpose, the kind of text, and the way people normally read. This means that reading aloud will take place only in circumstances where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

The benefits of using reading techniques in language-learning context can be summed up in the following points: a) reading activities are learner centered when they are designed based on the learner needs characteristics; b) reading strategies and activities promote communicative competence when they are designed for reading communication development; c) reading activities create a meaningful context for language use if they are made of authentic materials; d) a well-developed reading activity can increase learning motivation and reduce learning anxiety; e) a well-developed reading tasks construct a cooperative learning environment and foster participatory attitudes of the learners.

A task-based activity is a process where students must utilize the language of instruction to accomplish a particular goal. The most effective TBL exercises incorporate real-world scenarios so that students may understand how the lesson relates to their own lives. The fact that the activities in task-based learning enable students to freely and exploratorily use the language they already know as long as they are able to do the task at hand is one of its key benefits. To promote fluency and inspire pupils to use the language, you can correct errors at the end of the class if needed, but not in the middle of the exercise.

Nunan lists five qualities of a task-based language learning methodology. These include: 1) emphasizing the importance of learning to communicate through interaction in the target language; 2) incorporating authentic texts (teaching materials) into the learning environment; 3) giving

students the chance to concentrate on the learning process rather than just language; 4) enhancing the role of the student's own experiences as significant contributors to classroom learning; and 5) making an effort to connect language learning in the classroom with language activities outside of the classroom.

Additionally, the following problems in the communicative classroom are connected to the teacher responsibilities, according to Richards and Rodgers (quoted in Nunan, [6]). The first are the roles that teachers are expected to play; the second are the authority they have over the learning process; the third are the extent of their content-related responsibilities; and the fourth are the patterns of interaction that arise between them and their students. In my opinion, the instructor ought to take the lead in creating the assignment and in facilitating the reading material. Second, the instructor ought to serve as a guide and observer.

Students might be unclear about what to do and how to read during a task, so teachers should keep an eye on their reading progress to provide timely guidance. They should also closely observe students' performance to offer constructive criticism or praise. Lastly, the educator need to be a student and a listener. Since students are typically creative, teachers should listen to their ideas, share their own, and perhaps even learn something from them. This is why teaching is beneficial to both teachers and students. To put it briefly, students are the main actors in a task-based language learning environment. Students must adhere to precise guidelines, steps, and techniques when completing reading assignments. One could argue that task-based language instruction combines task-based learning with student-centeredness. The teacher acts more like a patient listener than a talkative speaker in a classroom where pupils have plenty of opportunities to participate in activities. Students should study and experience language as well as improve their reading skills through these kinds of reading exercises. In a task-based language learning environment, the instructor crafts assignments from various perspectives and formats to pique students' attention. Lessons are structured so that students may complete the reading assignments effectively. Moreover, reading is not a tedious task in my opinion. The reader actively attempts to comprehend the meaning of a given text during this process. The teacher provides task-based instruction to pupils who support student participation. Both the teacher and the students are sharing this task. Teachers can help pupils by posing questions to them. They actively participate in the courses. Students finish the assigned work, facilitating peer learning. The teacher uses group work to demonstrate to the pupils how to complete a task. The term for this is pre-task stage. The pre-task phase aids pupils in completing the subsequent task accurately. It gets them ready for the following assignment, which they can complete alone or with others. They are expected to oversee the remaining tasks in their groups after completing a task. Students debate and exchange views regarding the assignment. Moreover, a gap activity appears. They also give a peer evaluation and assess their work independently, which gives them a sense of confidence. After learning the methods, the students finish the remaining portion of the assignment. It's known as an ongoing task. Following the while task, groups of students are asked to work on a new assignment. The task's subject will differ from the one that is finished. Students will work on the new task in pairs with friends. They exchange ideas with each other. They will ultimately create something independently. We refer to this as post-task. Along with attempting to do the post-task, the students engage in conversation and engage in an opinion-gap exercise. Students' linguistic skills are developed through the task-based exercise. They get better at the language they are targeting. The goal of task-based learning and content-based learning is to improve students' English language proficiency. The two strategies allow an instrument to improve pupils' English proficiency. With regard to learning English, these methods will help students' language proficiency and critical thinking grow. Real communication between students and teachers or amongst students in group activities is the goal of both methods to language teaching. The purpose of task-based learning and content-based learning is to teach pupils the language they need. Every student wants to improve their ability to study English as a foreign

language (EFL) or as a second language (ESL). The focus is on the teaching and learning process. Students are receiving the materials and assignments from their teachers. In addition, students acquire the knowledge and complete the assignments in the teaching and learning process according to their own skills. Teachers just evaluate the work that they have completed; they are free to construct the projects using their own abilities. The task-based approach emphasizes cognitive and communication functions.

Task-Based Learning has proven to be an effective method of investigating the teaching and learning process, according to prior studies. It is therefore envisaged that by implementing task-based learning, the reading instruction process will be more dynamic, leading to an improvement in the reading comprehension of the students.

## Conclusion

Students find task-based learning to be very motivating mostly because the assignments are practical, engaging, and require group collaboration, which is something they enjoy doing. Task-based learning is frequently cross-curricular and can be appealing to a variety of learning types. Typically, task-based learning begins with input from reading or listening. After that, the students must finish the assignment by writing or speaking. As a result, it is a very purposeful method of honing reading and writing skills, as well as integrating speaking and listening. As a result of talking with others about the work they complete, the students' language skills naturally grow. In order to improve their language abilities, students meet their goals according to the academic subject. It is evident that the purpose of teaching languages is the same for these two methods. These methods help pupils become more proficient in the English language. Instructors should select the best teaching strategy for each student based on the student's needs and level of accuracy and fluency in communication. The instructor must to adhere to the appropriate procedures for EFL students:

1. Outlining the lesson's objectives in detail;
2. Assigning students to four small groups for each learning team. Every squad should have a diverse range of genders and abilities;
3. Presenting a fresh reading material. As they brainstorm, share ideas, and work independently in groups to provide varying solutions to the challenges, students come to learn that knowing is their ultimate aim. Through questioning one another in pairs, they are working until each group member feels as though they understand the principles included in the exercise.
4. Assessing student performance and ensuring comprehension through tests that involve solo and group task work. Teams receive rewards based on their accomplishments; for example, the team with the best score may have their work posted on the bulletin board.

It is important to deal with the major factors where some difficulties are emerged as a result of such factors and these factors and its consideration are regarded as important for successful language teaching and learning because of the following reasons: a) literature analysis has shown that considering such factors in reading lessons can yield positive results; b) literature review has shown that there are some factors related with student psychology affecting the use of reading materials and techniques as well as reading strategies in the classroom and should be considered. These factors are as follows: age, ability in the target language, motivation, size of group, time; interest, readiness level, level of proficiency c) according to many scholars and researchers in this field, the type of reading materials and tasks, assignments is very important in teaching reading to learners. In other words, it is generally suggested that the type of reading materials and techniques should be appropriate for the target learner needs such as proficiency level, interest, readiness, age and etc; d) it is widely suggested that the appropriate time for teaching reading to adolescent learners is also important; e) literature analysis has indicated that the role of the EFL teacher is also critical in using reading techniques and strategies of instruction to teach reading at academic

lyceums effectively. Investigators claim that the role of teacher and learner in the classroom should be exchanged.

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