

# TASK-BASED LANGUAGE TEACHING (TBLT) IN TEACHING ENGLISH AND GERMAN: COMPARATIVE STUDY

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## INGLIZ VA NEMIS TILLARINI O'QITISHDA TOPSHIRIQA ASOSLANGAN YONDASHUV (TBLT): QIYOSIY TADQIQOT

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## ОБУЧЕНИЕ АНГЛИЙСКОМУ И НЕМЕЦКОМУ ЯЗЫКАМ НА ОСНОВЕ ВЫПОЛНЕНИЯ ЗАДАНИЙ (TBLT): СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ

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**Abstract:** Task-Based Language Teaching (TBLT) represents a contemporary, learner-centered methodology that prioritizes real-world task completion as a means of acquiring language skills. This paper examines the theoretical underpinnings of TBLT and compares its implementation in English and German language education, with a particular focus on the Uzbek educational context. While TBLT promotes communicative competence in both languages, English benefits from greater resource availability and global usage, whereas German instruction faces obstacles such as structural complexity and limited methodological support. The study explores how factors like teacher readiness, curriculum design, student motivation, and assessment practices influence the effectiveness of task-based instruction. It also emphasizes the need for localized adaptations and targeted teacher training to ensure successful integration. The findings suggest that when thoughtfully applied, TBLT can significantly enhance learner engagement and language proficiency across diverse linguistic contexts.

**Keywords:** task-Based Language Teaching (TBLT), foreign language pedagogy, communicative approach, English language instruction, German language education, multilingual classrooms, learner motivation; task design, teacher training, curriculum development, assessment strategies.

**Annotatsiya:** Vazifalarga asoslangan til o'qitish (Task-Based Language Teaching – TBLT) – bu zamonaviy, o'quvchiga yo'naltirilgan metod bo'lib, tilni egallash jarayonida real hayotdagi topshiriqlarni bajarishni asosiy vosita sifatida ko'radi. Ushbu maqolada TBLT metodining nazariy asoslari tahlil qilinadi hamda uning ingliz va nemis tillarini o'qitishdagi amaliy qo'llanilishi, ayniqsa O'zbekiston ta'lim tizimi kontekstida, solishtirilib o'rganiladi. TBLT har ikkala tilda ham kommunikativ ko'nikmalarni rivojlantirishga xizmat qilsa-da, ingliz tili keng tarqalganligi va ko'plab resurslarga ega bo'lishi sababli ustunlikka ega. Nemis tili esa grammatik jihatdan murakkabligi va metodik qo'llanmalar cheklanganligi

sababli bir qator muammolarga duch keladi. Tadqiqot davomida o'qituvchining tayyorgarligi, o'quv dasturlarining moslashuvchanligi, talabalar motivatsiyasi va baholash uslublari TBLT samaradorligiga qanday ta'sir qilishi tahlil qilinadi. Mahalliy sharoitga moslashtirish va o'qituvchilarni maxsus tayyorlash zarurligi alohida ta'kidlanadi. Xulosa qilib aytganda, to'g'ri qo'llanilgan taqdirda, TBLT talabaning til o'rganishga bo'lgan qiziqishini oshiradi hamda ularning kommunikativ kompetensiyasini sezilarli darajada yaxshilaydi.

**Kalit so'zlar:** vazifalarga asoslangan til o'qitish (TBLT), chet tilini o'qitish metodikasi, kommunikativ yondashuv, ingliz tilini o'qitish, nemis tilini o'rgatish, ko'p tilli sinflar, o'quvchi motivatsiyasi, topshiriq dizayni, o'qituvchilarni tayyorlash, o'quv dasturlarini ishlab chiqish, baholash strategiyalari.

**Аннотация:** Обучение иностранным языкам на основе заданий (TBLT) представляет собой современную, ориентированную на учащегося методику, которая делает акцент на выполнении реальных коммуникативных задач как способе овладения языком. В данной статье рассматриваются теоретические основы TBLT и проводится сравнительный анализ его применения в преподавании английского и немецкого языков, особенно в контексте системы образования Узбекистана. Несмотря на то, что метод способствует развитию коммуникативной компетенции в обоих языках, обучение английскому языку выигрывает за счёт широкой доступности ресурсов и глобального распространения, тогда как преподавание немецкого сталкивается с такими трудностями, как грамматическая сложность и ограниченная методическая поддержка. В исследовании анализируются такие факторы, как подготовленность преподавателей, структура учебной программы, мотивация учащихся и методы оценки, влияющие на эффективность применения метода. Также подчеркивается необходимость адаптации подхода к местным условиям и целенаправленного повышения квалификации преподавателей. Полученные результаты показывают, что при грамотном внедрении TBLT значительно повышает вовлечённость учащихся и уровень владения языком в многоязычной образовательной среде.

**Ключевые слова:** обучение на основе заданий (TBLT), методика преподавания иностранных языков, коммуникативный подход, обучение английскому языку, преподавание немецкого языка, многоязычные классы, мотивация учащихся, проектирование заданий, подготовка преподавателей, развитие учебных программ, стратегии оценивания.

**INTRODUCTION.** In recent years, foreign language education has shifted toward learner-centered, communicative approaches. Task-Based Language Teaching (TBLT) is a prominent example, promoting the use of real-life, goal-oriented tasks instead of traditional grammar-based instruction. TBLT engages learners in meaningful communication, encouraging both fluency and accuracy through active use of language rather than rote memorization.

TBLT has been widely applied in English as a Foreign Language (EFL) teaching, where its emphasis on interaction and real-world relevance supports student motivation and language development. However, its implementation in other languages—such as German—has received less attention, especially in countries like Uzbekistan

where English dominates foreign language education. Given the structural and sociolinguistic differences between English and German, exploring how TBLT functions in each context reveals important insights for educators working in multilingual settings.

**MAIN PART.** TBLT stems from communicative language teaching and emphasizes tasks that reflect real-world language use. According to Ellis (2003), tasks should focus on meaning, involve some communicative gap, and lead to a practical outcome. The approach is rooted in theories such as Krashen's Input Hypothesis (importance of understandable input), Long's Interaction Hypothesis (language learning through interaction), and Vygotsky's Sociocultural Theory

(learning through social engagement and scaffolding).

TBLT prioritizes communication over grammatical perfection and supports a shift in the teacher's role—from instructor to facilitator. Students become active participants in their learning, gaining confidence and independence through task-based interaction. When well-structured and aligned with learners' proficiency, TBLT enhances both communicative competence and engagement.

Although TBLT principles are universal, their classroom application differs between English and German. English's simpler grammar and word order make it more accessible for beginners. German, on the other hand, presents challenges due to complex features such as noun cases, gendered articles, and verb placement rules. This requires more scaffolding and linguistic support during tasks.

**CONCLUSION.** TBLT offers a powerful framework for language teaching, emphasizing real-world communication and active learning. While English instruction benefits from global support, accessible resources, and trained educators, German teaching faces challenges due to limited materials, structural complexity, and lack of training opportunities.

To improve TBLT implementation in both contexts, especially in underrepresented languages like German, several changes are needed: flexible curricula, practical teacher training, resource development, and the integration of relevant, goal-

based tasks. Adapting assessment to reflect communicative outcomes is also essential.

When applied thoughtfully, TBLT not only enhances linguistic skills but also boosts learner motivation and confidence, preparing students to use language effectively in real-world situations.

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