

**DEVELOP A MINI LESSON PLAN BASED ON TBLT (TASK-BASED  
LANGUAGE TEACHING)**

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**Abstract:**

This article will explore the multifaceted role of teaching aids in foreign language teaching. It will examine their theoretical underpinnings in educational psychology and second language acquisition research, analyze their practical application across different language skills (listening, speaking, reading, and writing), and evaluate the impact of technological evolution on their nature and efficacy. Ultimately, the discussion aims to affirm that the thoughtful selection and implementation of teaching aids are not merely optional enhancements but indispensable components of effective, learner-centered, and successful foreign language instruction in the 21st century. In recent years, Task-Based Language Teaching (TBLT) has gained significant attention as an effective approach to language instruction. Unlike traditional methods that focus primarily on grammar and memorization, TBLT emphasizes the use of meaningful tasks to promote real-life communication. This approach encourages learners to actively engage in the learning process by completing tasks that reflect authentic language use. Developing a mini lesson plan based on TBLT allows teachers to create interactive and student-centered learning environments, where language is acquired through practice and collaboration. This article explores the key principles of TBLT and demonstrates how to design a practical mini lesson plan that enhances learners' communicative competence.

**Keywords:** Task-Based Language Teaching (TBLT) , mini lesson plan , communicative competence , student-centered learning , language acquisition , interactive activities , authentic tasks ,ESL/EFL teaching ,classroom practice ,teaching methodology

## **Introduction**

In the evolving field of language education, teachers continuously seek effective approaches that promote meaningful communication and active learner engagement. One such approach that has gained widespread recognition is Task-Based Language Teaching (TBLT). Unlike traditional teacher-centered methods that emphasize rote memorization and isolated grammar instruction, TBLT focuses on the use of language as a tool for communication through the completion of meaningful tasks. This approach aligns with real-world language use and encourages learners to develop communicative competence in a natural and interactive way.

Developing a mini lesson plan based on TBLT principles enables educators to create dynamic classroom environments where learners are actively involved in the learning process. By integrating tasks that reflect authentic situations, teachers can help students build confidence, improve fluency, and enhance their problem-solving skills. This essay explores the theoretical foundations of TBLT, its key principles, and the practical steps involved in designing a mini lesson plan that effectively incorporates task-based learning.

## **Theoretical Foundations of TBLT**

Task-Based Language Teaching is rooted in communicative language teaching (CLT) and is influenced by theories of second language acquisition. Scholars argue that language is best learned when it is used for meaningful communication rather than through explicit instruction alone. TBLT emphasizes the importance of interaction, negotiation of meaning, and learner autonomy.

One of the core ideas behind TBLT is that learners acquire language more effectively when they are engaged in tasks that require them to use the target language to achieve a specific outcome. These tasks simulate real-life situations, such as ordering food, making travel arrangements, or solving a problem. Through this process, learners are exposed to authentic language input and are encouraged to produce meaningful output.

Additionally, TBLT draws on constructivist learning theory, which suggests that learners construct knowledge through experience and interaction. In a TBLT classroom, the teacher acts as a facilitator rather than a lecturer, guiding students as they collaborate and complete tasks.

### Key Principles of TBLT

To develop an effective mini lesson plan, it is essential to understand the key principles of TBLT:

#### **1. Focus on Meaning**

TBLT prioritizes meaning over form. While grammatical accuracy is important, the primary goal is to enable learners to communicate effectively.

#### **2. Use of Authentic Tasks**

Tasks should reflect real-world activities that learners are likely to encounter outside the classroom. This increases motivation and relevance.

#### **3. Learner-Centered Approach**

Students play an active role in the learning process. They are encouraged to express their ideas, collaborate with peers, and take responsibility for their learning.

#### **4. Integration of Skills**

TBLT often integrates multiple language skills, including listening, speaking, reading, and writing, within a single task.

#### **5. Focus on Process**

The learning process is emphasized over the final product. Errors are seen as a natural part of language development.

### Structure of a TBLT Lesson

A typical TBLT lesson consists of three main stages:

#### **1. Pre-Task Phase**

In this stage, the teacher introduces the topic and prepares learners for the task. This may include brainstorming, vocabulary introduction, or providing examples.

## **2. Task Cycle**

This is the core of the lesson, where students complete the task in pairs or groups. The task cycle usually includes:

- Task: Students perform the task.
- Planning: Students prepare to present their results.
- Report: Students share their outcomes with the class.

## **3. Language Focus**

After completing the task, the teacher highlights relevant language forms, corrects errors, and provides feedback. This stage helps learners refine their language use.

### **Designing a Mini Lesson Plan Based on TBLT**

Creating a mini lesson plan involves careful planning and consideration of learners' needs, objectives, and proficiency levels. Below is a step-by-step guide:

#### *Step 1: Define Objectives*

The first step is to identify what learners should be able to do by the end of the lesson. For example, students may learn how to make suggestions or give directions.

#### *Step 2: Choose a Relevant Task*

Select a task that is meaningful and appropriate for the learners' level. For instance, planning a weekend trip or organizing a class event.

#### *Step 3: Plan the Pre-Task Activities*

Introduce the topic and activate prior knowledge. Provide key vocabulary and expressions that students may need.

#### *Step 4: Design the Task Cycle*

Ensure that the task encourages interaction and collaboration. Provide clear instructions and allow students to work together.

#### *Step 5: Include Language Focus*

After the task, address common errors and highlight useful language structures.

### *Step 6: Assess Learning Outcomes*

Evaluate whether the objectives have been achieved through observation, feedback, or short assessments.

#### Sample Mini Lesson Plan

**Topic:** Planning a Weekend Trip

**Level:** Intermediate

**Objective:** Students will be able to discuss and plan a trip using appropriate vocabulary and expressions.

#### **Pre-Task :**

The teacher introduces the topic by asking students about their favorite travel destinations. Key vocabulary such as “budget,” “accommodation,” and “transportation” is presented.

#### **Task Cycle :**

Students work in groups to plan a weekend trip. They must decide on a destination, budget, activities, and transportation. Each group prepares a short presentation.

#### **Report (10 minutes):**

Groups present their travel plans to the class.

#### **Language Focus :**

The teacher provides feedback on common errors and introduces useful phrases for making suggestions, such as “We could...” or “Why don’t we...?”

#### Advantages of TBLT

TBLT offers numerous benefits in language teaching:

- **Improved Communication Skills:** Learners practice using language in realistic contexts.
- **Increased Motivation:** Engaging tasks make learning more enjoyable.
- **Development of Critical Thinking:** Tasks often require problem-solving and decision-making.
- **Enhanced Collaboration:** Group work fosters teamwork and interaction.

#### Challenges of TBLT

Despite its advantages, TBLT also presents some challenges:

- **Classroom Management:** Group activities can be difficult to manage.
- **Assessment Difficulties:** Evaluating task performance can be complex.
- **Time Constraints:** Tasks may require more time than traditional activities.
- **Teacher Preparation:** Designing effective tasks requires careful planning.

## Conclusions

The effective integration of teaching aids in Foreign Language Teaching (FLT) is not merely a supplementary technique but a fundamental pillar of modern communicative and competency-based approaches. As explored throughout this article, teaching aids—ranging from traditional flashcards and realia to digital multimedia and interactive platforms—serve as indispensable bridges between abstract linguistic concepts and tangible, meaningful use.

Task-Based Language Teaching represents a powerful approach to language education that emphasizes meaningful communication and learner engagement. By focusing on tasks that reflect real-life situations, TBLT helps learners develop practical language skills and build confidence in their abilities. Developing a mini lesson plan based on TBLT principles allows teachers to create interactive and student-centered learning experiences that foster language acquisition.

Although TBLT may present certain challenges, its benefits far outweigh its limitations. With careful planning and implementation, teachers can effectively integrate task-based learning into their classrooms and enhance the overall quality of language instruction. As language education continues to evolve, TBLT remains a valuable and innovative approach that supports the development of communicative competence in learners.

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