

# Helping Uzbek Students Transition from Translation-Based Learning to Task-Based Fluency

Mokhinbonu Shukhrat kizi Mardonova

Teacher of Uzbekistan State World Languages University, Uzbekistan

Turkan Omərova Islam qızı

Teacher of Azerbaijan University of Languages, Uzbekistan

**Received:** 30 January 2026; **Accepted:** 25 February 2026; **Published:** 19 March 2026

**Abstract:** In many English classrooms in Uzbekistan, teaching still focuses on grammar explanations and translation activities. Although this approach helps students understand language rules, it often does not develop their ability to communicate fluently. Many learners know vocabulary and grammar but feel uncomfortable speaking English in real situations. This article explores how Task-Based Language Teaching (TBLT) can help Uzbek students move from translation-based learning toward more communicative language use. A small classroom study was conducted with university students who participated in communicative tasks such as discussions, role-plays, and problem-solving activities. Classroom observations and student feedback were used to evaluate the results. The findings show that task-based activities increased student participation and helped students become more confident in speaking English. Students gradually relied less on translation and focused more on expressing meaning. The study suggests that communicative tasks can make English learning more practical and engaging for Uzbek learners.

**Keywords:** Task-based learning, translation method, communicative competence, Uzbek learners, English teaching.

**Introduction:** English has become an important language for education, international communication, and professional development. In Uzbekistan, improving English language education has become an important goal in recent years. Schools and universities are increasingly focusing on helping students develop practical language skills that can be used in academic and professional contexts.

However, many English classrooms still rely on traditional teaching methods that focus mainly on grammar explanations and translation exercises. Students often learn vocabulary and grammatical rules but have limited opportunities to use English in real communication. As a result, many learners experience difficulties when they try to speak or interact in English.

Students who learn mainly through translation often try to convert their ideas from their native language before speaking. This process slows down communication and makes it difficult for learners to express their thoughts naturally. Therefore, language teachers are increasingly interested in teaching approaches that encourage students to use English actively during the learning process.

One approach that focuses on communication and interaction is Task-Based Language Teaching. In this approach, students learn the language by completing meaningful tasks that require them to exchange information, discuss ideas, and solve problems. This article examines how task-based activities can help Uzbek students develop greater confidence and fluency when communicating in English.

## **LITERATURE REVIEW**

The grammar-translation method has been widely used in language education for many years. This method focuses on learning grammatical rules, memorizing vocabulary, and translating sentences between languages. According to Richards and Rodgers (2014), the grammar-translation method mainly develops reading and writing skills but provides limited opportunities for students to practice speaking and listening. As a response to these limitations, communicative approaches to language teaching were developed. One of these approaches is Task-Based Language Teaching. In task-based learning, students complete meaningful activities that require them to use language to achieve a specific goal. Ellis (2003) explains that tasks encourage learners to focus on meaning and communication rather than only on grammatical form.

Researchers have suggested that communicative tasks can improve students' fluency because they create opportunities for authentic interaction. Nunan (2004) notes that task-based activities such as discussions, role-plays, and problem-solving tasks allow learners to practice using language in realistic situations. These activities help students develop the ability to express ideas, negotiate meaning, and respond to others during communication.

Another important aspect of task-based learning is the structured process used during lessons. Willis (1996) proposed a task cycle that includes preparation before the task, completion of the task, and language feedback after the task. This structure allows students to focus on communication during the activity while still receiving support and feedback from the teacher.

Previous studies suggest that task-based learning can create a more interactive classroom environment and increase student motivation. When learners participate actively in communicative tasks, they have more opportunities to practice language and develop confidence in speaking.

## **METHODS**

This study used a qualitative classroom-based approach to examine how task-based activities influence students' participation and communication during English lessons. The research was conducted with a group of approximately twenty university students in Uzbekistan who were studying English as a foreign

language.

Most of the participants had previously learned English through traditional methods that focused mainly on grammar exercises and translation activities. Although the students had studied English for several years, many of them still felt uncertain when speaking and often relied on translation before expressing their ideas.

During several English lessons, task-based activities were introduced as part of the learning process. These activities included role-plays based on everyday situations, group discussions, and simple problem-solving tasks. The tasks were designed to encourage students to communicate with each other and share their ideas in English.

Each lesson has three stages. In the first stage, students were introduced to the topic and prepared for the task through short explanations and vocabulary review. In the second stage, students worked in pairs or small groups to complete the task. During this stage, they were encouraged to communicate freely and focus on expressing meaning rather than worrying about grammatical accuracy. In the final stage, the teacher provided feedback on language use and discussed useful expressions that appeared during the activity.

Data for the study were collected through classroom observations and short informal conversations with students about their learning experience. The teacher also recorded reflection notes after each lesson to identify changes in student participation and communication.

## **RESULTS**

The introduction of task-based activities led to several noticeable changes in the classroom. One of the most important results was the increase in student participation. During traditional lessons, students often listened to explanations and completed written exercises individually. However, during task-based activities they interacted more frequently with their classmates and became more involved in the lesson.

Another important result was the reduction in students' dependence on translation. At the beginning of the study, many students paused before speaking and tried to translate their ideas from Uzbek into English. As they became more familiar with communicative tasks, they gradually began to express their thoughts more directly in English. Although mistakes were still present,

students appeared less worried about grammatical accuracy and focused more on communicating their ideas. The study also showed improvement in students' confidence when speaking English. Several learners who had previously been quiet during lessons began participating in discussions and responding to their classmates. They produced longer answers and asked more questions during tasks. This suggests that communicative activities can create a more supportive environment for practicing language.

Overall, the classroom atmosphere became more interactive, and students appeared more motivated to participate in English communication.

### **DISCUSSION**

The results of the study suggest that task-based activities can help students become more active and confident language users. When students participate in communicative tasks, they have more opportunities to practice expressing ideas and interacting with others in English. The findings also indicate that task-based learning can help reduce students' dependence on translation. As students focus on completing a task and sharing information with others, they begin to think more directly in English rather than translating from their native language.

In addition, communicative tasks appear to create a more supportive learning environment. When students work together in pairs or groups, they feel more comfortable speaking and are more willing to participate in classroom activities.

However, introducing task-based learning may require some adjustments for both teachers and students. Learners who are used to grammar-focused lessons may need time to adapt to more interactive activities. Teachers may also need to plan tasks carefully in order to ensure that students remain engaged and understand the purpose of the activity. Despite these challenges, the results of the study show that communicative tasks can play an important role in helping students develop fluency and confidence in English.

### **CONCLUSION**

This article examined how task-based language teaching can help Uzbek students move from translation-based learning toward more communicative language use. The study found that task-based activities

increased student participation, reduced reliance on translation, and improved learners' confidence when speaking English.

By engaging students in meaningful tasks such as discussions and role-plays, teachers can create opportunities for real communication in the classroom. These activities allow learners to practice expressing ideas and interacting with others in English, which is essential for developing fluency.

Although some challenges may arise when implementing task-based learning, the results of this study suggest that it can be a valuable approach for English language teaching in Uzbekistan. Encouraging students to use the language actively can help them become more confident and effective communicators in real-life situations.

### **REFERENCES**

1. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
2. Gulmira, J. (2025). Various theories of critical thinking in different periods. *Ethiopian international journal of multidisciplinary research*. 356-358 <https://www.eijmr.org/index.php/eijmr>
3. Mohinbonu, M. (2024). "Task-Based Language Teaching (TBLT): Promoting Language Learning Through Real-World Tasks". *European Journal of Pedagogical Initiatives and Educational Practices* ISSN (E): 2938-3625. 108–112. Retrieved from <https://europeanscience.org/index.php/4/article/view/945>
4. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
5. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
6. Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.