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## **INGLIZ TILINI XORIJIY TIL SIFATIDA O'QITISHDA TAHLILIIY KO'NIKMALARNI RIVOJLANTIRISH VOSITASI SIFATIDA VAZIFAGA ASOSLANGAN TA'LIM**

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### **Annotatsiya**

Ushbu tadqiqot oliy ta'lim darajasidagi ingliz tilini xorijiy til sifatida o'rganayotgan talabalar orasida Vazifaga Asoslangan Til O'qitish (TBLT) metodikasining tahliliiy ko'nikmalarni rivojlantirishdagi samaradorligini o'rganadi. 12 haftalik kvazi-eksperimental tadqiqot davomida o'tkazilgan natijalar shuni ko'rsatdiki, vazifaga asoslangan ta'lim olgan talabalar an'anaviy usulda o'qiganlarga nisbatan tahliliiy o'qish va argumentativ yozish ko'nikmalarida sezilarli darajada yaxshilanishga erishgan, bu esa EFL o'quv dasturlariga kognitiv jihatdan murakkab vazifalarni integratsiya qilishni qo'llab-quvvatlaydi.

**Kalit so'zlar:** Vazifaga asoslangan til o'qitish, tahliliiy ko'nikmalar, EFL, yuqori darajadagi fikrlash, eksperimental tadqiqot.

## **ОБУЧЕНИЕ ЯЗЫКУ НА ОСНОВЕ ЗАДАНИЙ КАК ИНСТРУМЕНТ ДЛЯ РАЗВИТИЯ АНАЛИТИЧЕСКИХ НАВЫКОВ НА УРОКАХ АНГЛИЙСКОГО КАК ИНОСТРАННОГО ЯЗЫКА**

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### **Аннотация**

В данном исследовании изучается эффективность обучения языку на основе заданий (Task-Based Language Teaching, TBLT) в улучшении аналитических навыков у студентов университетского уровня, изучающих английский как иностранный язык. Используя квазиэкспериментальный дизайн в течение 12 недель, результаты показали, что студенты, получавшие обучение на основе заданий, значительно улучшили навыки аналитического чтения и аргументативного письма по сравнению с теми, кто обучался традиционными методами, что подтверждает их способность справляться с когнитивно сложными задачами в учебных программах по английскому языку как иностранному.

**Ключевые слова:** обучение языку на основе задач, аналитические навыки, английский как иностранный, мышление высокого уровня, экспериментальное исследование.

## **TASK-BASED LANGUAGE TEACHING AS A TOOL FOR ENHANCING ANALYTICAL SKILLS IN EFL CLASSROOM**

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### **Abstract**

This study examines the effectiveness of Task-Based Language Teaching (TBLT) in enhancing analytical skills among university-level EFL students. Using a quasi-experimental design over 12 weeks, results showed that students receiving task-based instruction significantly improved analytical reading and argumentative writing compared to those taught through traditional methods, supporting cognitively demanding tasks in EFL curricula.

**Keywords:** Task-Based Language Teaching, analytical skills, EFL, higher-order

thinking, experimental study.

Contemporary education systems increasingly emphasize the development of higher-order cognitive skills alongside subject knowledge. Analytical skills—such as interpretation, comparison, evaluation, inference, and logical reasoning—are essential for academic success and professional competence. In EFL classrooms, however, instruction has often prioritized grammatical accuracy over cognitive engagement. Task-Based Language Teaching (TBLT) has emerged as an alternative to traditional teacher-centered approaches. According to Rod Ellis (2003), TBLT focuses on meaningful tasks that require learners to use language to achieve communicative outcomes [2; 10–12 b.]. Similarly, Jane Willis (1996) argues that tasks encourage authentic language use and learner autonomy [8; 5–6 b.].

From a theoretical perspective, TBLT aligns with constructivist principles proposed by Lev Vygotsky (1978), who emphasized social interaction and cognitive development through collaborative activity [7; 45–46 b.]. Furthermore, higher-order thinking categories in Bloom's taxonomy, developed by Benjamin Bloom (1956), correspond closely with the cognitive demands of complex communicative tasks [1; 12–13 b.]. Despite theoretical support, empirical evidence examining the direct relationship between TBLT and analytical skill development remains limited in university-level EFL contexts. Therefore, this study aims to investigate the following research questions:

1. Does Task-Based Language Teaching significantly improve analytical skills in EFL students?
2. How does task-based instruction influence students' argumentative writing and analytical reading performance?

### **Methodology**

This study employed a quasi-experimental research design with pre-test and post-test control groups to examine the effectiveness of Task-Based Language Teaching (TBLT) in enhancing analytical skills among university-level EFL students. The research was conducted over a twelve-week academic semester at a higher education institution. Two intact groups of second-year undergraduate students were selected for the study. A total of 60 students aged between 18 and 21 participated, with 30 students assigned to the experimental group and 30 to the control group. All participants had intermediate English proficiency (B2 level) as determined by their institutional placement test results. Prior to the intervention, a pre-test was administered to ensure that there were no statistically significant differences between the groups in terms of analytical reading and argumentative writing performance.

The experimental group received instruction based on the principles of Task-Based Language Teaching as conceptualized by Jane Willis (1996) and further elaborated by Rod Ellis (2003) [2; 5–6 b.]. Instruction followed the standard task cycle framework consisting of the pre-task phase, task cycle (task performance, planning, and reporting), and language focus stage. During the intervention, students engaged in problem-solving activities, debate-based discussions, information-gap tasks, and project-based assignments that required them to analyze texts, compare viewpoints, interpret data, and formulate evidence-based arguments. Tasks were designed to reflect real-world issues and academic contexts in order to stimulate higher-order cognitive processes aligned with Bloom's taxonomy [1; 12–13 b.]. Collaborative learning was emphasized, enabling students to negotiate meaning and co-construct knowledge in line with sociocultural theory proposed by Lev Vygotsky [7; 45–46 b.].

In contrast, the control group received traditional lecture-based instruction that focused primarily on grammar explanation, vocabulary exercises, text translation, and teacher-led comprehension questions. Although communicative activities were occasionally included,

the lessons did not systematically incorporate cognitively demanding tasks requiring analytical reasoning.

To measure the development of analytical skills, two primary instruments were utilized: an Analytical Reading Test and an Argumentative Writing Assessment. The Analytical Reading Test required students to interpret academic texts, identify implicit meanings, evaluate arguments, and draw logical conclusions. The Argumentative Writing Assessment was evaluated using a rubric adapted from critical thinking frameworks proposed by Peter Facione (1990), assessing criteria such as clarity of argument, coherence, use of evidence, logical reasoning, and depth of analysis [4; 30–31 b.]. Both instruments were administered as pre-tests and post-tests to determine measurable progress.

Quantitative data were analyzed using statistical procedures. Paired-sample t-tests were conducted to determine within-group improvements from pre-test to post-test, while independent-sample t-tests were used to compare post-test results between the experimental and control groups. Statistical significance was established at the  $p < 0.05$  level. In addition to quantitative analysis, classroom observations were conducted throughout the intervention period to provide qualitative insights into student engagement, interaction patterns, and evidence of analytical reasoning during task performance.

This methodological design ensured both internal validity through controlled comparison and empirical reliability through standardized assessment measures, allowing for a systematic evaluation of the impact of Task-Based Language Teaching on the development of analytical skills in EFL learners.

### **Results**

The analysis of the pre-test results indicated that there was no statistically significant difference between the experimental and control groups prior to the intervention, confirming that both groups possessed comparable levels of analytical reading and argumentative writing skills at the outset of the study. The mean scores of the two groups were nearly equivalent, which ensured the reliability of subsequent comparisons and supported the internal validity of the research design.

Following the twelve-week instructional period, substantial differences emerged between the two groups. The experimental group, which received Task-Based Language Teaching (TBLT) instruction, demonstrated a marked improvement in both analytical reading and argumentative writing performance. Specifically, the mean analytical reading score of the experimental group increased by approximately 22%, while argumentative writing scores improved by nearly 25%. Paired-sample t-test analysis revealed that these improvements were statistically significant at the  $p < 0.01$  level, indicating that the observed gains were unlikely to have occurred by chance.

In contrast, the control group, which received traditional lecture-based instruction, showed only modest progress. Although slight improvements were observed in post-test scores—ranging between 8% and 10%—these changes were comparatively limited and did not demonstrate the same magnitude of development as those in the experimental group. Independent-sample t-test analysis comparing post-test results between the two groups revealed a statistically significant difference in favor of the experimental group ( $p < 0.01$ ), confirming the effectiveness of task-based instruction in fostering analytical skill development.

Qualitative classroom observations further supported the quantitative findings. Students in the experimental group displayed greater engagement in analytical discourse during task performance. They were more likely to provide evidence-based arguments, critically evaluate alternative perspectives, and articulate logically structured responses. Their written assignments demonstrated improved coherence, clearer thesis statements, stronger justification

of claims, and more consistent use of supporting evidence. These observable behavioral and performance changes suggest that participation in cognitively demanding communicative tasks contributed not only to linguistic development but also to enhanced analytical reasoning abilities.

Overall, the results provide empirical evidence that Task-Based Language Teaching significantly enhances analytical skills among university-level EFL learners when compared to traditional instruction methods.

### **Discussion**

The findings confirm that Task-Based Language Teaching significantly enhances analytical skills in EFL learners. The experimental group's substantial improvement supports Ellis's (2003) assertion that cognitively demanding tasks promote deeper language processing [2; 10–12 b.]. Problem-solving and debate tasks required learners to analyze information critically, evaluate multiple perspectives, and justify their opinions—skills directly aligned with higher-order thinking in Bloom's taxonomy [1; 12–13 b.].

Furthermore, collaborative interaction during tasks reflects Vygotsky's (1978) concept of socially mediated cognitive development [7; 45–46 b.]. Students co-constructed meaning and refined their reasoning through peer discussion. The limited improvement observed in the control group suggests that traditional grammar-focused instruction may not sufficiently stimulate analytical engagement.

### **Conclusion**

The present study confirms that Task-Based Language Teaching (TBLT) serves as an effective pedagogical framework for enhancing analytical skills in university-level EFL classrooms. The statistically significant improvements observed in the experimental group demonstrate that cognitively demanding, meaning-focused tasks stimulate deeper processing of information and promote higher-order thinking. By engaging learners in problem-solving, debate, interpretation of authentic texts, and evidence-based argumentation, TBLT encourages the development of skills such as analysis, evaluation, inference, and logical reasoning.

These findings support the theoretical assumptions of Rod Ellis (2003), who emphasized the role of task complexity in fostering meaningful language use and cognitive engagement [2; 10–12 b.], as well as the sociocultural perspective of Lev Vygotsky (1978), which highlights the importance of collaborative interaction in intellectual development [7; 45–46 b.]. The results indicate that when language instruction integrates communicative goals with analytical demands, students demonstrate measurable progress not only in linguistic performance but also in reasoning quality and academic discourse competence.

At the same time, the study underscores that analytical skill development requires deliberate instructional design rather than incidental exposure to language input. Traditional grammar-focused methods, while beneficial for structural accuracy, may not sufficiently stimulate the cognitive processes necessary for higher-order thinking. In contrast, TBLT creates structured opportunities for learners to critically examine information, defend arguments with evidence, and synthesize multiple perspectives, thereby bridging the gap between language proficiency and academic competence. Although the research was limited to a single institutional context and a 12-week intervention period, the findings suggest important implications for curriculum development in higher education. Future studies should explore long-term effects of task-based instruction, different proficiency levels, and technology-enhanced task environments to further investigate how TBLT can contribute to sustainable cognitive and linguistic growth in EFL settings.

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