
Integrating Real-World Tasks into Reading Lessons: A Task-Based Approach for EFL Learners

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Annotation *This article explores the integration of real-world tasks into reading lessons as an effective instruction strategy within a Task-Based Learning (TBL) framework for learners of English as a Foreign Language (EFL). The study highlights how authentic tasks – such as interpreting travel brochures, reading menus, analyzing news articles, completing online forms, and evaluating advertisements – enhance students' functional reading skills and overall communicative competence. Task-based instruction facilitates meaningful language use by engaging learners in goal-oriented activities that replicate real-life communication contexts. The research draws upon both theoretical perspectives and practical classroom implementation, emphasizing how student-centered task design improves reading comprehension, vocabulary acquisition, fluency development, learner autonomy, and motivation. Findings from classroom observations and activity-based assessments confirm that authentic reading tasks help students better apply learned skills beyond academic environments. The study also discusses challenges such as task adaptation to learner proficiency levels, time constraints in lesson planning, and assessment standardization, offering practical solutions.*

Keywords *Task-based learning, real-world tasks, reading comprehension, EFL instruction, authentic materials, communicative competence, learner autonomy, applied reading*

Интеграция заданий реального мира в уроки чтения: задачный (Task-Based) подход в обучении английскому языку как иностранному (EFL)

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Аннотация *В статье рассматривается интеграция реальных коммуникативных заданий в процесс обучения чтению в рамках технологии Task-Based Learning (TBL) при обучении английскому языку как иностранному. Особое внимание уделяется использованию аутентичных материалов: туристических буклетов, ресторанных меню, новостных статей, интернет-анкет, рекламных объявлений и практических инструкций. Подобные задания создают условия для погружения учащихся в реальные коммуникативные ситуации, формируя функциональную грамотность и развивая речевые навыки. Анализ зарубежного, постсоветского и узбекистанского педагогического опыта показывает, что применение заданий реального мира способствует повышению учебной мотивации, осознанности чтения, расширению словарного запаса и развитию критического мышления студентов. Практические наблюдения подтверждают, что студенты быстрее распознают смысл текста и легче применяют стратегии чтения*

при работе с коммуникативно значимой информацией. Вместе с тем отмечаются методические сложности, связанные с подбором заданий по уровню владения языком и объективной оценкой результатов выполнения заданий. В статье предлагаются методические рекомендации по эффективному внедрению заданий реального мира в учебный процесс, включая критерии отбора материалов и способы адаптации заданий. Сделан вывод, что интеграция таких заданий в уроки чтения обеспечивает развитие коммуникативной компетенции, самостоятельности обучающихся и способствует формированию практико-ориентированного уровня владения английским языком.

Ключевые слова Обучение на основе заданий, практические задания, понимание прочитанного, преподавание английского как иностранного, аутентичные материалы, коммуникативная компетенция, автономия учащегося, прикладное чтение

O'qish mashg'ulotlarida real hayotiy topshiriqlar qo'llash: Ingliz tilini chet tili sifatida o'rganuvchilar uchun vazifaga asoslangan yondashuv

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Annotatsiya Mazkur maqolada ingliz tilini chet tili sifatida o'rganuvchilar uchun o'qish mashg'ulotlariga haqiqiy hayotiy topshiriqlarni (real-world tasks) integratsiya qilish masalasi Task-Based Learning (TBL) metodik yondashuvi asosida o'rganildi. Restoran menyusi, sayohat broshyuralari, yangiliklar maqolalari, anketalar, reklama e'lonlari va yo'riqnomalar kabi autentik materiallardan foydalanish talabalarida amaliy o'qish ko'nikmalarini rivojlantirishga xizmat qiladi. Shu bilan birga, horijiy, Mustaqil davlatlar hamdo'stligi davlatlarida va O'zbekiston tajribalari asosida o'tkazilgan tahlillar vazifaga asoslangan o'qitish modeliga asoslangan o'qish mashg'ulotlari o'quvchilarning matnni tushunish darajasi, lug'at boyligi, motivatsiyasi hamda mustaqil ishlash ko'nikmalarini sezilarli darajada oshirishini ko'rsatdi. Amaliy kuzatuvlar natijasida o'quvchilar kommunikativ ahamiyatga ega bo'lgan matnlar bilan ishlaganda mazmunni tezroq anglab, o'rganilgan bilimlarni real vaziyatda samarali qo'llay boshlashlari aniqlandi. Shuningdek, ushbu maqolada topshiriqlarni tanlash mezonlari, ularni til darajalariga moslashtirish hamda baholash mexanizmlari bo'yicha metodik tavsiyalar keltirilgan. Xulosa sifatida aytish mumkin, real-world tasks asosida tashkil etilgan o'qish darslari kommunikativ kompetensiyani shakllantirishga yordam berib, mustaqil o'rganishga bo'lgan rag'batni kuchaytirishi hamda chet tilni amaliy egallash imkoniyatlarini kengaytirishi ta'kidlanadi.

Kalit so'zlar Topshiriqlarga asoslangan ta'lim, hayotiy vazifalar, matnni tushunish, ingliz tilini chet tili sifatida o'qitish, autentik materiallar, kommunikativ kompetensiya, talaba avtonomiyasi, amaliy mutolaa

Introduction

Reading is a fundamental skill in second language acquisition and plays a crucial role in developing overall communicative competence among English as a Foreign Language (EFL) learners. Traditional approaches to teaching reading often rely on textbook-centered exercises that emphasize vocabulary lists, comprehension questions, and grammar drills detached from real communicative contexts. While these practices may contribute to basic literacy development, they frequently fail to equip learners with the ability to interpret and use authentic texts beyond the classroom environment. Recent pedagogical perspectives highlight the need for more applied, learner-centered approaches that bridge language learning with real-life communication needs (Ellis, 2003; Nunan, 2004).

Task-Based Learning (TBL) has emerged as a powerful methodology addressing this gap by placing meaningful tasks at the center of instructional design. Tasks are defined as activities that require students to use language primarily as a communication tool to achieve specific outcomes, such as finding information, solving problems, or completing real-world objectives (Willis, 1996). In reading instruction, TBL shifts focus from isolated text processing to purposeful interaction with authentic materials that simulate practical literacy situations. Real-world tasks, therefore, enable students to interpret texts not merely for academic assessment but for meaningful application – reading schedules to plan travel, following online instructions, analyzing brochures, or comparing job advertisements.

The pedagogical value of integrating real-world tasks into reading lessons lies in their ability to activate learners' cognitive engagement and pragmatic awareness. Learners interact with texts as problem-solvers rather than passive recipients of information. This process promotes deeper comprehension, develops critical thinking skills, improves

vocabulary retention, and reinforces reading strategies such as skimming, scanning, and inferencing in communicatively relevant contexts (Harmer, 2007; Richards, 2015).

Furthermore, the TBL framework supports learner autonomy by encouraging students to work collaboratively, make independent decisions, evaluate outcomes, and reflect on learning processes. These aspects align closely with modern educational priorities emphasizing self-directed learning and transferable skill development. Research demonstrates that when students perceive reading tasks as meaningful and practical, motivation increases significantly, and reading becomes a purposeful activity rather than a mechanical obligation (Long, 2015).

In the Uzbek EFL educational context, reading instruction has traditionally prioritized exam-oriented comprehension tasks. However, recent educational reforms emphasize communicative competence and integration of authentic learning experiences. This shift creates opportunities for introducing task-based reading lessons that align with both international standards and national curricular objectives. Therefore, analyzing the effectiveness of real-world task integration within reading lessons becomes not only relevant but essential for optimizing pedagogical practice.

The aim of this study is to explore the pedagogical benefits of implementing real-world tasks in reading instruction for EFL learners, examine regional and national research trends, and present methodological examples that demonstrate effective classroom application. By synthesizing theoretical perspectives and practical evidence, the article proposes a task-based reading model adaptable to contemporary language education settings.

Literature review

International research highlights the effectiveness of TBL for EFL literacy

development. Ellis (2003) emphasizes tasks as vehicles for meaningful input processing leading to deeper comprehension. Nunan (2004) identifies authentic tasks as catalysts for functional language use, shifting attention from form-based literacy to communicative reading competence. Willis (1996) notes that task-based reading enhances inferential processing and promotes strategic reading behaviors. Long (2015) further confirms that task interaction strengthens learner engagement and motivates real-world literacy use.

Harmer (2007) demonstrates that authentic reading materials enable learners to activate schema-based comprehension, improving reading speed and accuracy. Richards (2015) evidences that task sequencing – from pre-reading prediction to problem-solving reading tasks – supports integrated vocabulary development. Studies by Anderson (2018) show that learners completing real tasks achieve significantly higher comprehension scores than peers using traditional exercises.

Scholars in the CIS region adopt similar conclusions. Samoilenko (2010) emphasizes the pragmatic value of communicative tasks in reading proficiency development, particularly in professional contexts. Muratov (2001) identifies task sequencing as essential for academic literacy formation, highlighting improved retention of terminology through practical reading objectives. Kozheteva (2012) demonstrates that pragmatically oriented reading tasks sharpen discourse interpretation skills and contextual awareness.

Studies by Rogozhin (1999) confirm that professionally oriented texts used as tasks foster applied reading competence, supporting real-life document processing skills among EFL learners.

Uzbek pedagogical research increasingly supports TBL implementation. Muhiddinova and Abdullayeva (1997) emphasize authentic documentation tasks as effective tools for official and diplomatic reading simulation.

Sobirova (2023) shows statistically significant improvements in reading fluency among learners engaged in task-based activities using multimedia resources. Djumaeva et al. (2024) highlight digital reading tasks' impact on ESP learners, noting enhanced cognitive engagement and communicative readiness.

Moreover, Abdullaeva (2021) asserts that task modeling in reading instruction raises learner independence and strategic literacy processing. Integrative studies conducted by Uzbek researchers link real-world tasks to the development of pragmatic competence aligned with CEFR reading descriptors.

Collectively, the scholarly literature supports the conclusion that integrating real-world tasks into reading instruction produces consistent positive outcomes across learning contexts. Evidence indicates improved reading comprehension, vocabulary retention, pragmatic awareness, learner engagement, and autonomous learning skills. Such findings underscore the necessity of implementing task-based reading approaches not only as a methodological innovation but as a pedagogical standard in contemporary EFL education.

Analysis and Discussion

The integration of real-world tasks into reading lessons brings transformative changes to the learning process. Learners shift from answering static comprehension questions toward completing purposeful tasks that replicate real communicative needs. Classroom observations demonstrate that tasks such as analyzing tourism brochures, scheduling activities from transport timetables, or summarizing news items require learners to synthesize information meaningfully rather than selectively retrieve details.

The communicative pressure created by task completion promotes deeper processing of text and stimulates strategic reading behaviors. Learners increasingly employ scanning, skimming, keyword recognition, contextual inferencing, and meaning negotiation techniques spontaneously. This

observation conforms to Ellis (2003), who emphasizes that comprehension becomes more robust when texts are connected to task outcomes rather than discrete exercises.

Motivational effects are also pronounced. Students report greater engagement when tasks address real-life contexts familiar to them, such as shopping, travel planning, social media interpretation, or professional correspondence. The perceived relevance strengthens learner investment and reduces anxiety commonly experienced during traditional reading testing frameworks.

Group-based task execution fosters collaborative reasoning and peer scaffolding. Learners negotiate interpretations, compare answers, and construct shared meaning, reinforcing socio-cognitive interaction models of learning proposed by Long (2015). Teachers assume a facilitative rather than directive role, guiding learners through reflective post-task discussions, emphasizing strategy use rather than correctness isolated from communicative purpose.

Challenges identified include variability of learner proficiency and time management constraints. Tasks must be carefully graded for linguistic difficulty while retaining authenticity. Teachers also require training in designing adaptable tasks that maintain curricular alignment without oversimplifying texts. Assessment frameworks must consider both outcome completion and language use quality, ensuring objective evaluation.

Nevertheless, evidence strongly supports the effectiveness of real-world task integration as a reading pedagogy that bridges classroom activity with tangible communicative competency.

Implementation of task-based reading lessons follows a three-stage structure: pre-task, task cycle, and post-task reflection (Willis, 1996).

During the pre-task phase, learners preview topic-related vocabulary, predict text content from visuals, and discuss personal experiences relevant to the task. For example,

before analyzing a travel brochure, students brainstorm travel goals and identify keywords.

The task cycle includes authentic reading activities:

- *Scenario Task*: Students read hotel descriptions to choose accommodation for fictional tourists based on specific criteria (budget, location, amenities).
- *Functional Task*: Learners interpret restaurant menus to design dietary plans.
- *Information-Gap Task*: Students read different job advertisements and exchange details to complete employment profiles.
- *Problem-Solving Task*: Learners analyze public transport schedules to design travel routes.

Each task requires tangible outcomes: lists, decisions, summaries, or oral presentations.

In the post-task stage, students reflect on reading strategies used, clarify misunderstandings, and receive focused language feedback. Teachers highlight vocabulary patterns, functional phrases, and grammatical constructions encountered naturally during tasks.

Assessment combines rubric-based evaluation including comprehension accuracy, task completion effectiveness, communicative participation, and language appropriacy, ensuring balanced formative evaluation.

Such integration demonstrates how real-world tasks make reading instruction interactive, purposeful, and learner-centered.

Conclusion

This study confirms that integrating real-world tasks into reading lessons within a Task-Based Learning framework substantially enhances EFL learners' reading comprehension, communicative competence, motivation, and autonomy. Authentic tasks transform reading from a passive decoding activity into an applied literacy practice connected with real communicative needs.

Empirical evidence across international, CIS, and Uzbek contexts demonstrates that

learners exposed to task-based reading approaches perform more effectively in interpreting, evaluating, and applying textual information. Tasks promote deep processing, strategic reading development, collaborative knowledge construction, and meaningful language use.

Despite challenges related to task design and assessment, appropriate scaffolding and teacher preparation enable successful classroom integration. Ultimately, real-world

tasks represent an essential pathway for aligning EFL reading instruction with contemporary educational standards emphasizing communication, authenticity, and independent learning.

Teachers and curriculum developers are encouraged to incorporate structured task-based reading modules to bridge academic literacy with real-life application and prepare learners for functional language use in global professional and social contexts.

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