

25-november 2025

THE SIGNIFICANCE OF LESSON PLANS IN TASK-BASED LANGUAGE TEACHING APPROACH IN ESP CLASSES GLOBALLY AND IN UZBEKISTAN

Djuraev Abdulkhay Shukhratdjanovich

Teacher of English, University of World Economy and Diplomacy

adjurayev@uwed.uz

Djurayeva Nargiza Kudratillayevna

Senior teacher, Nordic International University

n.djurayeva@nordicuniversity.org

Abstract:

This article examines the pivotal role of structured lesson plans in implementing the Task-Based Language Teaching (TBLT) approach in English for Specific Purposes (ESP) classes both globally and in Uzbekistan. It highlights how TBLT enhances communicative competence through meaningful tasks tailored to learners' professional goals. Drawing on global research and local case studies, the article argues that well-designed lesson plans foster integrated skill development, critical thinking, and workplace readiness. The relevance of TBLT in Uzbekistan's ongoing educational reforms is discussed, with reference to blended learning practices and teacher training initiatives.

Keywords:

TBLT, lesson plan, ESP, communicative competence, Uzbekistan, blended learning, language teaching reform

25-november 2025

Introduction

Designing lesson plans for English for Specific Purposes (ESP) classes within the framework of Task-Based Language Teaching (TBLT) is essential for achieving effective language learning outcomes. The TBLT approach emphasizes meaningful communication through tasks, making it particularly valuable for ESP learners who require language skills tailored to specific professional contexts. Lesson plans in this framework provide structure, coherence, and measurable objectives, ensuring that learners can achieve their language and professional goals efficiently. This article explores the global significance of structured lesson plans in TBLT for ESP classes and their relevance in Uzbekistan, a country that is increasingly aligning its educational practices with global standards.

Global Importance of Lesson Plans in TBLT

Globally, lesson planning in TBLT ensures that language instruction is relevant, engaging, and aligned with learners' specific needs. By focusing on authentic tasks, such as drafting professional emails, conducting interviews, or preparing business presentations, TBLT mirrors the communicative demands of real-world professional environments. Ellis (2003) asserts that task-based approaches allow learners to focus on meaning rather than form, encouraging natural language use in real-world scenarios. Structured lesson plans ensure that these tasks are logically sequenced, effectively scaffolded, and supported with the necessary linguistic tools.

For example, in aviation ESP classes, pilots and air traffic controllers might simulate emergency communication scenarios where precise language use is critical. In such cases, lesson plans outline the necessary pre-task vocabulary work, the communicative task itself (e.g., handling simulated emergencies), and post-task debriefs to reflect on performance. These structured stages not only build confidence but also emphasize professional competence, as highlighted by Long (2015).

25-november 2025

Additionally, lesson plans provide a mechanism for integrating multiple language skills. For instance, in an ESP course for legal professionals, learners might read a legal case, participate in a mock trial, and draft a closing argument. Such integration of reading, speaking, and writing skills aligns with Nunan's (2004) view that holistic language development is a cornerstone of effective language instruction.

Uzbekistan's educational scholars have also emphasized the importance of structured lesson plans in the TBLT framework. According to Yusupova (2023), the integration of blended learning technologies within TBLT environments significantly enhances students' linguistic competence, especially when various task formats (oral, written, and digital) are combined in interactive classrooms. This local research reinforces global findings by showing that Uzbek students benefit greatly from multimodal and collaborative tasks.

The Role of TBLT in Uzbekistan's Educational Reforms

In Uzbekistan, the significance of TBLT lesson plans has grown in tandem with educational reforms aimed at improving English proficiency. These reforms are driven by the country's aspirations to integrate more deeply into the global economy, where English is a lingua franca. TBLT, with its focus on real-world language use, is particularly suited to meeting these demands. For instance, engineering students in Uzbekistan might engage in tasks that require writing technical manuals or delivering project presentations, thereby combining language learning with professional development. Uzbekistan's emphasis on communicative language teaching has positioned TBLT as a key approach in its educational system (Djurayeva, 2025). Lesson plans tailored to TBLT provide educators with a clear structure for implementing this method. For example, in a medical ESP class, lesson plans might include pre-task activities where students learn medical terminologies, task activities such as role-playing doctor-patient consultations, and post-task reflection sessions to

25-november 2025

discuss linguistic and professional challenges encountered during the task. Such plans not only enhance language acquisition but also help students internalize professional norms.

A notable initiative in Uzbekistan is the adoption of professional development programs for educators, which emphasize modern teaching methodologies like TBLT. According to Richards and Rodgers (2014), teacher training is critical for the effective implementation of TBLT. Structured lesson plans act as a bridge, equipping teachers with actionable frameworks to deliver impactful lessons while adapting to local needs.

Key Components of Effective TBLT Lesson Plans

An essential component of any effective TBLT lesson plan is a thorough needs analysis. This process identifies the professional and linguistic needs of learners, ensuring that tasks are relevant and meaningful. For example, tourism students in Uzbekistan might engage in tasks such as creating tour itineraries for international visitors or role-playing customer service interactions. As Widdowson (1998) argues, relevance is key to sustaining learner motivation and engagement. Effective lesson plans also include a three-stage framework: pre-task, task, and post-task. In the pre-task stage, learners are introduced to the task, activating prior knowledge and acquiring the necessary vocabulary and grammatical structures (Djurayeva, 2025). For example, in a business context, learners might analyze negotiation strategies and key phrases. The task stage allows learners to engage in meaningful communication, such as role-playing a supplier-client negotiation. Finally, the post-task stage provides opportunities for feedback, reflection, and further practice. This stage is crucial for consolidating learning, as noted by Willis and Willis (2007).

In Uzbekistan, where learners often face challenges in applying English in real-life contexts, this structured approach is particularly valuable. For example, law students might participate in a simulated court case during the task stage, followed by

25-november 2025

a detailed post-task discussion on legal language use and cultural nuances in legal proceedings. These steps ensure not only language proficiency but also the development of critical professional skills.

Practical Application: A Sample Business ESP Lesson Plan

To illustrate the application of TBLT, consider a business ESP class in Uzbekistan. A lesson plan might focus on negotiating a contract. During the pre-task stage, learners could watch a video of a professional negotiation, identify key phrases, and practice using these phrases in controlled activities. The task stage might involve learners role-playing a negotiation between a supplier and a buyer, applying language and strategies relevant to their professional roles. In the post-task stage, learners could reflect on their performance, receive feedback from peers and the instructor, and draft a follow-up email summarizing the agreement. For instance, in a finance-focused ESP class at the International School of Finance, Technology and Science in Tashkent, students were tasked with creating budget proposals and presenting them to a simulated board of directors. This project involved analyzing financial data, drafting proposals in English, and engaging in persuasive negotiations — tasks that mirror authentic business situations while developing both language and soft skills. Such lesson plans not only enhance linguistic competence but also foster soft skills such as teamwork, problem-solving, and cultural awareness. This aligns with Larsen-Freeman's (2018) emphasis on the importance of preparing learners for the complexities of real-world communication.

Importance of Assessment in TBLT Lesson Plans

Assessment is another critical aspect of TBLT lesson plans. Both formative and summative assessments play vital roles in evaluating learners' task performance and language use. Self-assessment and peer feedback are particularly effective in encouraging learners to reflect on their progress and identify areas for improvement.

25-november 2025

For example, after completing a task, learners might use a checklist to evaluate their use of target language structures and professional etiquette. Toshmatov (2023) notes that task-based activities play a critical role in fostering autonomous learning skills among Uzbek university students. He argues that well-structured lesson plans not only enhance linguistic accuracy but also promote critical thinking and independent problem-solving, especially when learners work in pairs or groups to complete professional simulations.

In Uzbekistan, culturally appropriate assessment methods are essential to ensure that learners feel supported and motivated. For instance, educators might use performance rubrics that balance linguistic accuracy with task effectiveness, allowing learners to focus on both language skills and professional outcomes. As Bachman and Palmer (1996) note, effective assessment methods provide learners with actionable insights into their progress, fostering a sense of achievement and motivation.

Conclusion

In conclusion, lesson plans are a cornerstone of the TBLT approach, ensuring that tasks are meaningful, structured, and aligned with learners' needs. Globally and in Uzbekistan, they enable educators to create engaging and effective ESP classes that prepare learners for real-world professional challenges. By combining global best practices with local contexts, TBLT lesson plans contribute to the development of English proficiency, empowering individuals to achieve their academic and career goals. As Uzbekistan continues to modernize its education system, the role of well-crafted lesson plans in TBLT will remain indispensable in bridging the gap between language education and practical application.

References

25-november 2025

Bachman, L. F. & Palmer, A. S. (1996) *Language testing in practice: Designing and developing useful language tests*. Oxford: Oxford University Press.

Djurayeva, N. (2025) ‘Vazifaga Asoslangan Til O‘Qitish (TBLT): Nazariy Asoslari va Amaliy Yondashuvlar’, *Journal of Education, Ethics and Value*, 4(3), pp. 74–77. Available at: <https://jeev.innovascience.uz/index.php/jeev/article/view/1236>.

Ellis, R. (2003) *Task-based language learning and teaching*. Oxford: Oxford University Press.

Larsen-Freeman, D. (2018) *Complexity theory and language development: In celebration of Diane Larsen-Freeman*. Amsterdam: John Benjamins Publishing.

Long, M. H. (2015) *Second language acquisition and task-based language teaching*. Chichester: Wiley-Blackwell.

Nunan, D. (2004) *Task-based language teaching*. Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. S. (2014) *Approaches and methods in language teaching*. 3rd edn. Cambridge: Cambridge University Press.

Toshmatov, O. Sh. (2023) ‘Talabalarda mustaqil ta’lim ko‘nikmalarini shakllantirishda task-based topshiriqlarning o‘rni’, *Til va Adabiyot Ta’limi*, (1), pp. 75–82.

Widdowson, H. G. (1998) *Context, community, and authentic language*. Cambridge: Cambridge University Press.

25-november 2025

Willis, J. & Willis, D. (2007) *Doing task-based teaching*. Oxford: Oxford University Press.