

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
RIVNE STATE UNIVERSITY OF THE HUMANITIES
FOREIGN PHILOLOGY FACULTY

Diploma Research of the Educational Qualification Level “Bachelor Degree”
**“PROMOTING LEARNER AUTONOMY THROUGH TASK-BASED LESSON
PLANNING”**

PRESENTED BY
Anastasiia Yakovets
a fourth-year student
of the Foreign Philology Faculty

SUPERVISED BY
Iryna Vietrova,
PhD in Pedagogy, an Associate Professor
at the Department of Foreign Language
Practice and Teaching Methodology

REVIEWER: Svitlana Potapchuk
PhD in Philology, Associate Professor
at the Foreign Languages Department
National University of Water and
Environmental Engineering

АНОТАЦІЯ

Яковець А.В. Сприяння самостійності учня через використання моделей уроків за методом навчання на основі завдань (ТВЛТ) – Дипломна робота на правах рукопису.

Наукова робота на здобуття ступеня “Бакалавр” за спеціальністю 014 “Середня освіта (Мова і література)”. – Рівне, РДГУ. – 2024.

Науковий керівник – Вєтрова Ірина Миколаївна.

Зміст анотації:

Автономія учнів є важливою частиною сучасного навчання, оскільки вона допомагає їм навчитися критично мислити, бути самодисциплінованими та приймати самостійні рішення. Автономія навчання дозволяє учням брати на себе відповідальність за своє навчання, ставити цілі та планувати, як їх досягти. Це не лише покращує засвоєння інформації, але й сприяє розвитку навичок, необхідних у майбутньому. Учні, які вміють працювати самостійно, краще адаптуються до змін, стають більш впевненими у своїх здібностях і краще керують часом і ресурсами. Вони здатні самостійно вирішувати проблеми під час навчання та не залежать від постійної допомоги вчителя. Метод навчання на основі завдань, також відомий як ТВЛТ, є ефективним засобом для розвитку автономії учнів. Цей підхід дозволяє учням активно брати участь у процесі навчання, надаючи їм практичні завдання. За допомогою ТВЛТ учні розвивають ініціативу, відповідальність і навички самоконтролю, працюючи над проектами, груповими завданнями та розв’язуючи проблеми. Моделі уроків ТВЛТ дозволяють учням розвивати креативність і критичне мислення, надаючи їм можливість самостійно вибирати способи виконання завдань. Цей метод також стимулює активну взаємодію між учнями, що покращує їхні навички спілкування та здатність працювати в команді. За допомогою ТВЛТ учні стають більш залученими до процесу навчання, що підвищує їх інтерес і бажання вивчати предмет. Наше дослідження було спрямоване на вивчення впливу методу навчання на основі завдань (Task-Based Language Teaching, ТВЛТ) на розвиток самостійності учнів у процесі вивчення англійської мови. Основна увага зосереджувалася на проведенні

експерименту, під час якого учні виконували завдання самостійно, включаючи групові роботи та проекти. Це сприяло розвитку їхньої ініціативи, навичок самоконтролю та відповідальності за власне навчання. Результати показали, що підвищена автономія позитивно впливає на засвоєння матеріалу, мотивацію та соціалізацію учнів, хоча надмірне використання традиційних методів може стати бар'єром для впровадження TBLT.

Ключові слова: самостійність, автономія, завдання, мотивація, розвиток, ефективність навчання, Task-Based Language Teaching, соціалізація, самоконтроль.

ABSTRACT

Yakovets A. V. Promoting Learner Autonomy Through Task-Based Lesson Planning – Manuscript.

The research work to obtain the Bachelor`s Degree in the Specialty “014 Secondary Education (the English Language and Literature)”. – Rivne, RSUH. – 2024.

Academic Supervisor – PhD in Pedagogy, Associate Professor Iryna Vyetrova.

Abstract Content:

Student autonomy is a crucial aspect of modern education as it helps learners develop critical thinking, self-discipline, and the ability to make independent decisions. Learning autonomy enables students to take responsibility for their own education, set goals, and plan how to achieve them. This not only improves information retention but also fosters the development of skills necessary for the future. Students who can work independently adapt better to changes, become more confident in their abilities and manage their time and resources more effectively. They are capable of solving problems on their own during the learning process and do not rely on constant teacher assistance. Task-Based Language Teaching (TBLT) is an effective means of fostering student autonomy. This approach allows students to actively participate in the learning process by engaging in practical tasks. Through TBLT, students develop initiative, responsibility, and self-control skills by working on projects, group tasks, and problem-solving activities. TBLT lesson models enable students to enhance their creativity and critical thinking by allowing them to choose how to complete tasks independently. This method also promotes active interaction among students, improving their communication skills and ability to work in teams. TBLT makes students more engaged in the learning process, increasing their interest and motivation to study the subject. Our study aimed to investigate the impact of Task-Based Language Teaching (TBLT) on the development of student autonomy in learning English. The focus was on conducting an experiment where students completed tasks independently, including group work and projects. This encouraged the development of their initiative, self-control skills, and responsibility for their own learning. The results showed that increased autonomy

positively affects material retention, motivation, and student socialization, although excessive use of traditional teaching methods can be a barrier to implementing TBLT.

Keywords: autonomy, independence, tasks, motivation, development, learning efficiency, Task-Based Language Teaching, socialization, self-control.

CONTENTS

| | |
|--|----|
| INTRODUCTION | 7 |
| CHAPTER 1. THEORETICAL FOUNDATIONS OF LEARNER AUTONOMY, TASK-BASED LANGUAGE TEACHING, AND THEIR INTERSECTIONS | 10 |
| 1.1 Learner Autonomy and its Relevance in Language Education..... | 10 |
| 1.2 Task-Based Lesson Planning as a Pedagogical Approach..... | 16 |
| 1.3 The Impact of Task-Based Lesson Planning on the Development of Learner Autonomy | 25 |
| CHAPTER 2. EMPIRICAL STUDIES | 34 |
| 2.1 The Experiment..... | 34 |
| 2.2 The Analysis of the Experiment | 42 |
| CONCLUSIONS | 49 |
| BIBLIOGRAPHIC REFERENCE LIST | 52 |
| APPENDIXES | 59 |

INTRODUCTION

The topicality of the research is the phenomenon of learner autonomy which stands as a pivotal element within contemporary educational frameworks, delineating a departure from traditional teacher-centric approaches towards methodologies that emphasize student agency. Task-based lesson planning has emerged as a prominent strategy for fostering learner autonomy by promoting speaking and communicative tasks; the topic has not been deeply studied and is of current interest and online learning has also influenced the approach.

Such authors discussed the topic of learner autonomy and task-based lesson planning (TBLT): David Nunan, Lina Lee, Andrzej Cirocki, Flávia Vieira, Phil Benson, Sara Coterall, Rod Ellis, William Littlewood, David Little, and many others. The topic has not been studied in Ukraine to such an extent. Nevertheless, such authors have talked about these two topics separately: Tetiana Severina, Nataliia Dmitrenko, Olena Chekhratova, and Maria Vorobel. A growing body of literature recognizes the crucial role of learner autonomy in language education, highlighting its importance in fostering independent and motivated learners. Studies of Task-based language teaching (TBLT) show the importance of it for providing a framework conducive to cultivating learner autonomy, emphasizing student engagement and self-directed learning. A notable knowledge gap in promoting learner autonomy through task-based lesson planning is the lack of empirical studies examining its long-term effects on learner autonomy across diverse educational contexts, age groups, and learning styles. A significant knowledge gap in promoting learner autonomy through task-based lesson planning in Ukraine is the limited research on adapting these methods to the Ukrainian educational context. There is a lack of studies on how task-based planning aligns with the national curriculum and cultural norms, and how Ukrainian teachers perceive and implement these methods. Addressing this gap would provide valuable insights into the effectiveness and challenges of task-based approaches in Ukrainian schools and universities.

The research object is the implementation and effectiveness of task-based lesson planning in promoting learner autonomy in English language learning environments.

The research subject is the impact of task-based lesson planning on the development of learner autonomy among English language learners in secondary school, including an

analysis of student engagement, self-directed learning behaviors, and academic outcomes in a language classroom setting. It is based on the correlation of autonomy and task-based lesson planning (TBLT) due to the desired outcomes of both approaches.

The hypothesis of the research is to show the importance of task-based lesson planning (TBLT) in promoting autonomy in an English classroom in Ukraine and the realization of learner autonomy potential in English language education through task-based approaches

The research aims to prove the correlation between autonomy among English learners and the use of the TBLT approach in planning English lessons in Ukrainian schools and to study TBLT's potential to increase learner autonomy.

The objectives of the research are:

- to indicate the importance of learner autonomy in education;
- to clarify task-based lesson planning (TBLT) as a pedagogical approach;
- to observe the correlation between learner autonomy and task-based lesson planning (TBLT);
- to explore the beneficial points of TBLT in developing learner autonomy;
- to experiment with developing learner autonomy through task-based lesson planning (TBLT).

Research methods include comparison, calculation, and correlation of students' achievements and level of autonomy before and after the implementation of TBLT to promote learner autonomy.

The novelty of the research is the lack of information on the influence of TBLT on learner autonomy, especially in Ukraine. It is crucial to delve into the topic and correlate between these two approaches and how they influence each other.

The practical value of the research is the future implementation of TBLT in promoting students' autonomy and helping them find their ways of gaining knowledge; offering insights for teacher training programs to equip educators with the skills and knowledge needed to implement task-based lesson planning effectively; contributing to the

development of more independent, motivated, and self-directed learners, ultimately leading to better academic performance and lifelong learning skills.

The approbation of the research results: the main provisions of the thesis were presented at the meetings of the Department of English Practice and Teaching Methodology of Rivne State University of the Humanities, at the scientific-practical conference of lecturers, staff, and higher education seekers of Rivne State University of the Humanities (May 16-17, 2024), and at the 5th All-Ukrainian Scientific and Practical Conference of Higher Education Seekers and Young Scientists "Current Issues of Modern Foreign Philology" (May 20, 2024). The content and results of the research are reflected in the publications "Promoting Learner Autonomy Through Task-Based Lesson Planning".

The structure of the research includes an abstract, contents, an introduction, the first chapter, three subparagraphs, the second chapter, one subparagraph, conclusions, a summary, references, and appendixes.

CHAPTER 1. THEORETICAL FOUNDATIONS OF LEARNER AUTONOMY, TASK-BASED LANGUAGE TEACHING, AND THEIR INTERSECTIONS

1.1 Learner Autonomy and Its Relevance in Language Education

In this part of the thesis, we will provide information about learning autonomy, its origin, misconceptions, definitions, and importance. The term “Autonomy” was first used more than 30 years ago. Since Henri Holec's 1979 article, “Autonomy and Foreign Language Learning,” the notion of learner autonomy has been at the center of the Council of Europe's thinking regarding language instruction and acquisition. D. Little provides information on the Council of Europe's concern with "the development of the language learner," which implicitly includes "the development of learning skills" and "the development of the capacity for independent language learning," which is reflected in the Principles and Guidelines that define the English language proficiency (ELP) and its functions (Council of Europe 2000/2004). Learner autonomy is implied by the Principles and Guidelines' insistence that each learner owns their own ELP. In addition to having the ELP in their physical possession, learners also exercise ownership by using it to organize, oversee, and assess their learning [9, p. 1].

In education policy and practice, the concept of autonomy is widely applied, as Wermke, W. and Salokangas, M. say. The term's derivation comes from the Greek *autonomous*, which means "having its laws" (Oxford Dictionaries, 2015). As a result, the discussions surrounding the idea center on the ability and capacity of individuals or groups to exercise self-government, as well as the laws and other restrictions that place restrictions on this power. But autonomy has also been hotly debated in philosophy, with different definitions offered for the term, as Rawls, J. (1980) points out. The idea has also been discussed from a variety of angles in educational research. For instance, researchers studying education history (Smaller, 2015), education sociology, and education policy (Ball, 2006) [33, p. 1].

The term “learner autonomy” is complicated, as it has various definitions among scholars, which can give start to various misconceptions among people and their

perceptions of autonomy. Little, D. says that autonomy can appear as a main goal in language learning. Nevertheless, a lot of fake definitions and incorrect statements have been made about what autonomy is not. It is important to correlate between correct and incorrect definitions to implement it in the right way. Autonomy is not the ability of students to create their own instructions. The teacher is still a facilitator and provides students with instructions and tasks, it is up to students on how to perform those instructions and tasks autonomously. The teachers` intervention cannot break students` autonomy [8, p. 3].

Teachers do not lose their authority as well as they do not view autonomy as a new methodology. Of course, students cannot fully become autonomous without help, but mostly they must find their own ways of thinking. Every student is different and thinks in various ways. Everyone needs to choose their learning behavior based on achievements, age, desires, and experience. Autonomy can appear in various forms. So there cannot be one single way of implementing it for all students. On the other hand, many people believe that autonomous learners are such in all settings and fields, which is not true. Autonomy cannot be seen in all areas while performed by one student, as it is extremely hard to fully achieve [8, p. 3-4].

Definitions are the main controversy in the field of studies researching autonomy. Nevertheless, some significant scholars presented their definitions. The first and the most known one was stated by Holec, H.: “To take charge of one’s learning is to have the responsibility for all the decisions concerning all aspects of this learning,” [qtd in 15, p. 1-3].

“Autonomy is socially defined in that the goals, preferences, and values of individuals, in sum the meanings of individual activities, are derived from the shared social matrix. Meaningful autonomy requires the existence of various social goods which the State has to provide and which the citizens have duties to provide to one another,” Benson, P. states [25, p.32].

“In terms of content, the first step along the path towards autonomy is to make the learners aware of the goals and content of the curriculum, learning program, or

pedagogical materials. The second step is to involve learners in selecting goals and content from a range of alternatives on offer. Further along the autonomy continuum, learners would be involved in modifying and adapting goals and content. The next step would see learners creating their own goals and content. The final level is one where learners are functioning as fully autonomous learners, transcending the classroom and linking content to the world beyond the classroom,” Nunan, D. says [10, p. 10].

Learner autonomy is shaped by the surroundings, as Tin T. Dang suggests. Personal attitude, environment, communication with other people, and the willingness to achieve higher grounds are what influence students on their way to autonomy. Participation and communication are viewed as “socially bound” points in autonomy. Being autonomous is not only about working alone but participating within the classroom [32, p. 62-63].

Autonomy as a social construct is also evident in the case of Benson, P. “In this sense, personal autonomy is not, as it is often misconstrued to be, a matter of the unfettered freedom of the individual,” Benson, P. states [25, p. 32].

He suggests, that a sort of reciprocal compact exists under which each person commits to supplying the social goods necessary to sustain the autonomy of others. This is how autonomy is defined. What comes out of it, learning to respect and uphold the autonomy of others is inextricably linked to learning to be autonomous in one's own life. This is implied by both Mill's and Kant's principles of seeing others as ends in and of themselves rather than as means. Education systems' ability to recognize and foster personal autonomy is critical if they are to be seen as structured systems for the socialization of independent persons [25, p. 32].

Benson, P. also argues that learner autonomy should become a number one priority of educators worldwide, but it does not mean that learners should be responsible for their education and goals all the time and in every way possible. Students should make their own choices and be free with their decisions, whilst taking part in social settings and seeking help from teachers if needed. Because learning is just a part of living, not the whole life [25, p. 33].

Williams, M. and Burden, R. support the idea of autonomy within social settings. They reckon that students cannot function in an isolated environment. Children are born in a world full of social interactions, so it is important to learn from these interactions while learning and developing their ways of receiving information. Everyone is different in learning, but society still exists and requires people to accommodate and participate in it [19, p. 23].

A closer inspection of autonomy shows that it is a lifelong process, as Noorda, S. points out. He states, that autonomy is important outside of institutions as well. Within an institution, academic individuals and teams also require this kind of autonomy, enabling them to make their own decisions based on their professional obligations and attributes. Thus, there must be space within the organization for different levels of self-governance. What comes out of this statement, is that autonomy plays a crucial role in adulthood as well, outside learning establishments. So, it is crucial to promote autonomy on different levels [29, p. 3].

Piaget, J. noted, that education should be based on autonomy and critical thinking, so students learn to think and not just soak the information which was imposed on them. He reckons, that after providing such methods, students will be able to take hold of their learning and comprehend different tasks within the curricula and outside the classroom as well. What comes out of it, students will be aware of their actions and decisions outside the learning process [6, p. 7].

Another important finding is the article of Ukrainian authors on the topic of autonomy. Chekhratova, O. states that a progressive society is built on science and education, and any country's ability to develop sustainably and flourish depends on its citizens having access to cutting-edge technologies and high-quality education. To meet the difficulties of our constantly changing environment and expand the boundaries of human knowledge, scientists and researchers are essential. This finding also demonstrates a notion of autonomy as an important lifelong skill, which will be useful throughout life and various institutions [2, p. 88].

Severina, T. states that autonomy develops not only in class but outside it as well. Her study confirms that autonomy is associated with lifelong learning too. One method of learning that is used when studying a course in its entirety or its parts is self-study learning. Usually, the instructor is in charge of selecting and gathering the resources. Course progression and assessment are primarily under the instructor's authority. In the end, self-study learning is a way to structure the process of acquiring knowledge in which the learner assumes accountability while being directed by explicit teacher instructions [3, p.112].

This finding was also reported by Dmitrenko, N., who suggests that the ability to study independently is becoming more and more important for people to perform well in society in the face of globalization and the advancement of cutting-edge technologies. For educational theory and practice, addressing the problem of implementing self-directed learning is still significant [1, p. 79].

Tin T. Dang explained the importance of learner autonomy as what lies in the personal attitudes of learners and the learning environment. It is now understood that the psychology of students plays an important role in becoming autonomous, as well as the technical aspects such as access and ideologies within the learning environment [32, p. 53].

Learner autonomy can impact the efficiency and effectiveness of language learning. Nunan D. states, that the communicative approach is intimately linked to the concept of autonomy in language learning. Academics such as Holec, H. (1981) and Little D. (1991) incorporated communicative language acquisition theory into the concept of autonomy, drawing on influences from a variety of domains outside of language education. Although definitions of autonomy frequently do not specifically mention the acquisition of a second language, some scholars, like Little, D. (1991), contend that autonomy entails learners utilizing the target language for their meanings in naturally communicative circumstances. There is a lack of actual data on the potential benefits of a communicative orientation on autonomy abilities, despite theoretical linkages [10, p. 8].

Autonomy as an educational goal is a good illustration, which was provided by Little, D. He states that teachers may be in charge in the classroom, but the tasks and learning process must flow due to the needs and interests of students, as individuals. In such a way, a part of the responsibilities is given to students by a teacher. Students determine their principles of learning, as well as goals based on their experience, needs, and knowledge [8, p. 7].

In today's reality, it is hard to provide students with social interactions due to the pandemic and the war. Nevertheless, Tin. T. Dang suggests that it is possible to reflect on students' learning process through online studying. In such a setting, students can reread their tasks, and keep up their time. Also, it is possible to receive feedback from peers in such settings. It has been proved that exchanging thoughts and receiving feedback has a positive outcome on students and their willingness to work and develop new ways of learning and thinking [32, p. 59-60].

The work of Cotterall, S. falls under the topic of autonomy in language learning. Fostering autonomy is a relevant goal in language courses. Therefore, principles and definitions must be correct and well-researched. She argues, that the approach has to be implemented towards all students, not just those who show high scores. "Autonomy is an essential goal of all learning," as Cotterall, S. cites Littlewood (1999) [27, p.109]. S. Cotterall presents five main causes of autonomy: engagement, exploration, personalization, reflection, and support [28, p. 100-103]. Engagement allows students to participate equally in tasks and projects; if they are equally engaged, their autonomy can improve. Exploration is up to the opportunities of students to participate improve their knowledge and the personal importance of learning. Personalization is the correlation between students due to their differences and uniqueness, which can be complicated to deal with; it can be seen as a crucial and extremely beneficial justification for concentrating on individual students and their various language-learning goals. Reflection can improve their previous mistakes and reflect on their recent experience; without it, they would not be able to achieve autonomy and improve their ways of learning. In the same way, support is crucial for students to achieve bigger goals [28, p. 104].

One of the most noteworthy findings from this section is the enduring significance of autonomy in academic discourse, capturing the attention of esteemed scholars over decades. Summarizing their perspectives, autonomy in learning encompasses individuals deriving their goals, preferences, and values from societal influences they share. The progression towards autonomy includes becoming aware of curriculum goals, selecting from alternatives, modifying content, creating personal goals, and ultimately becoming fully autonomous learners, connecting learning to the world beyond the classroom. Taking charge of one's learning means being responsible for all decisions regarding the learning process. It is a lifelong process, which influences learners throughout their whole lives. Being autonomous does not only mean taking charge of one's learning but to carrying it further into one's life and being capable of making decisions related to all aspects of life.

1.2 Task-Based Lesson Planning as a Pedagogical Approach

In the following pages of this part, we explain the term “task-based learning”, its origin, definitions, and main information.

Such authors worked on the topic of TBL: Rod Ellis, Jane Willis, Dave Willis, David Nunan, Ali Shehadeh, William Littlewood, Peter Skehan, Maria Vorobel and many others.

Task-based learning (TBL) emerged in the late 1970s, and early 1980s, as new language teaching approaches were developed and researched, as Skehan, P. states. It was believed at the time that teaching language merely in terms of its structure would not be sufficient and that teaching language also needed to address the development of meaning-expressing abilities (Widdowson, H. G. 1978). This approach started evolving. At first, emphasis was placed on how crucial interaction was to providing students with tailored feedback. They can enhance their language proficiency, particularly in areas where they are weak. Subsequently, the concept changed to incorporate a "Focus-on-Form" methodology into activities. Researchers who studied task-based learning had come to embrace this change in viewpoint. It was thought to be more accommodating of different educational philosophies. All of these methods concur that intentional attention to

language form must be paid inside interactions; just contact is insufficient. How different teaching approaches use this approach—such as giving feedback, focusing attention, fostering engagement, and stimulating language output—varies. All of them, though, support the notion that language forms should be recognized and practiced by learners as they progress [24, p. 1-2].

The most prominent example of the task-based approach was in Bangalore, India. Shehadeh, A. provides information on the project, which was held by Prabhu on his Communicational Teaching Project in 1979. The switch to TBL was done, as educators in India believed that the majority of language learners who receive instruction centered on grammar do not develop to a level of proficiency that is considered acceptable in the target language. The assumption that language is a system of words controlled by grammar and a lexicon is typically the foundation for language acquisition in the classroom. It is much more progressive, though, to consider language first and foremost as a system of meaning [4, p. 13-14].

Task-based language teaching (TBLT), on the other hand, states that tasks are one of the main parts of learning a foreign language, Shehadeh, A. says. They offer more favorable settings for encouraging second language (L2) learning and igniting learner acquisition processes. Thus, rather than a theory of language structure, TBLT is founded on a theory of language learning [4, p. 15].

What stands out, various definitions have taken place since the late 1970s and the beginning of TBL. These are the most well-known definitions:

“My definition is that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle, and an end,” Nunan, D. says about tasks in a classroom [11, p. 4].

“In TBLT, a task is seen as central to the learning cycle. A task has several defining characteristics among them: does it engage the learners’ interest; is there a primary focus on meaning; is success measured in terms of non-linguistic outcome rather than accurate use of language forms; and, does it relate to real-world activities? The more confidently we can answer yes to each question the more task-like the activity (Willis, J. & Willis, D., 2007, p. 13). So a task-based approach is very much towards the meaning-based end of the spectrum,” Willis, J. and Willis, D. state [13, p. 4].

“The continuum from focus on forms to forms on meaning (Figure 1) could equally well be taken as representing ‘task-types’ in task-based learning or ‘activity-types’ within the communicative approach. In this respect task-based learning can be seen as a development within the communicative approach,” Littlewood, W. states [34, p. 324].

What follows, as Vorobel, M. states, is that TBL continues to be a recommended strategy in educational practice and has gained increasing attention in recent years. Students can use language more effortlessly and deliberately when taught through communicative exercises, which improves retention. The primary emphasis in this method is on task completion because language is the tool that students use to accomplish activities and attain particular outcomes. As a result, TBL’s designers sought to develop a teaching strategy that would complement language acquisition [18, p. 351].

It is crucial to break down the main principles of TBL. The first point is focusing on meaningful tasks. Willis, J. views TBL as activities that are aimed at achieving goals. Real outcomes must be pursued. She suggests various kinds of activities to solve a problem. Tasks can be based on different outcomes, so they may start with writing, reading speaking, and even visual aids. Students can express themselves while doing their assignments, as they focus on meanings and purpose. They can use different tools and forms of learning, as the focus is not on ways of doing the task, but the outcome and meaning of this task [16, p. 1-2].

Skehan, P. states, that structured and meaningful tasks turn out to give students better understanding and fluency, and they may become more accurate in their language learning through tasks [24, p. 5-6].

Another important point is: “tasks as the central unit”. It implies tasks based on their relevance and students` interests. As Willis, J. says, certain language learners - particularly those who are younger - might not be aware of the languages they will eventually require. To keep children motivated in this situation, it is best to provide a variety of materials that will provide them with a diversified language experience and to pick enjoyable activities. Finally, studies on the acquisition of second languages have shown that exposure quality matters more than exposure quantity. Excellent pronunciation is only one aspect of quality; other aspects include a wide range of writing styles and a variety of language use, such as both formal monologues and casual conversation. Put differently, being exposed to a limited diet of scripted conversation, sentence-level examples, and simplified or carefully produced texts is not enough [16, p. 13].

Communicative language use in TBL is another principle in TBL. Nunan, D. states, that CLT is a wide, philosophical approach to language education. (Savignon, S. J. 1993) for a summary of the theoretical and empirical foundations of CLT). Task-based language instruction is an implementation of this theory in terms of methodology and syllabus design. Additional insights that could legitimately be included in the CLT family are problem-based learning, text-based syllabuses, problem-based learning, and immersion education (Feez, S. 1998, Brinton, D. 2003, Johnston, B. and Swain, M. 1997). Additionally, courses that are primarily grammar-based can be found that harmoniously align with the core principles of CLT [11, p. 10].

Another important principle is problem-solving, as Ellis, R. says. He suggests, that adding a surprise aspect to the assignment plays a sufficient role in problem-solving. In such a way, students learn how to be more fluent and accurate. This approach has a high pedagogical value, even though it was hard to prove the correlation between fluency and surprise based on the task [26, p. 86].

As has already been mentioned, TBL is merely focused on communication and meaningful tasks. Therefore, last but not least is the principle of language-form focusing. Larsen-Freeman, D. says, that tasks must focus on easy, widely-spoken language.

Additionally, students should study the culture of the target language speakers, which includes their history, the geography of the nation or countries where the language is spoken, and details about their day-to-day existence [12, p. 29].

Various theoretical foundations are being discussed, related to TBL. We are going to delve into the four most widely-discussed foundations. They are communicative language teaching (CLT), constructivism, and cognitive theory.

TBL is closely tied to communicative language teaching. As Rambe, S. suggests, the directions of these two approaches may differ, but patterns are the same. That is why they are grouped. According to CLT proponents, teaching language is essential for kids' development. "Competency in Communication" Apart from specifying the language to be used in Communicative competency in the classroom proposes teaching language in conjunction with all the necessary elements of communication. Today's communicative components in language education share the following characteristics: linguistic, sociocultural, strategic, and discourse competence. Due to this development, today language instruction must focus more on executing communicative tasks in the classroom, such as speaking, listening, reading, and writing, rather than only teaching grammar rules. Every performance communication activity will incorporate the five elements of communicative competency [31, p. 58].

Constructivism foundation has been researched within the TBL by Larsen-Freeman D. Her emphasis on the dynamic nature of language learning and the role of interaction and negotiation in language development resonates with constructivist perspectives. Constructivism is often reflected in TBL principles, such as learner-centeredness, active engagement, and knowledge construction through meaningful language use. For instance, catering to students` needs and participation are some of the constructivist principles; as learners engage in meaningful language tasks where they interact with language input, practice skills, and solve issues, their participation acts as a catalyst for active learning. Learners who actively participate take charge of their education, which increases motivation and improves learning results. Engaging in genuine language usage promotes language learning by enabling significant

communication and interpretation clarification. The development of linguistic competence, communicative skills, and strategic competence - all essential for language acquisition—occurs when learners participate in communicative tasks. Learner engagement cultivates a nurturing setting ideal for language acquisition, nurturing feelings of inclusion and empowerment. Collaborative tasks cultivate a favorable ambiance for learning, stimulating deeper comprehension and skill refinement [12, p. 137-155].

Compared with other foundations, cognitive is not less important. It pertains to the mental activities associated with perception, memory, learning, and problem-solving. Within education and psychology, cognitive processes denote the mechanisms by which individuals obtain, process, retain, and utilize information. Costa A. states, that in the 21st century, education entails fostering critical thinking skills in students, encouraging them not only to memorize facts but to analyze and question information, formulating their own opinions and perspectives. This aspect of learning aligns closely with the nature of tasks typically undertaken in a Task-Based Learning (TBL) lesson [5, p. 116].

We consider one of the important points of TBL, the difference between TBL and traditional classrooms. As Ellis R. previously stated, in a traditional form-focused classroom, students usually participate in a structured discourse structure with initiate-respond-feedback (IRF) interactions, in which the instructor sets the agenda for the lesson and manages turn-taking. Students are put in a responding role and have their range of linguistic functions limited by display questions, which place the asker in an already-knowing situation. Meaning negotiation is not necessary or feasible, because the main goal of scaffolding is to help pupils form proper sentences. The teacher provides implicit or explicit form feedback, and it's customary for the teacher to "echo" a student's remarks for the benefit of the entire class. Whereas, in contrast to traditional classrooms, the discourse structure is more adaptable in task-based learning, where students have more control over subject development thanks to adjacency pairs. Turn-taking adheres to the conventions of casual discourse, allowing speakers to choose who speaks next. Referential queries are used when the asker is unsure about the response. Pupils

participate in a variety of language tasks, including supplying information, expressing agreement or disagreement, and giving instructions. They also take on the roles of initiators and responders. When problems develop with communication, there are chances for meaningful negotiation. The goal of scaffolding is to provide pupils with the opportunity to voice their ideas. Feedback targets the message content of students' utterances and is content-focused. Students frequently repeat what others have said, either as a form of private communication or to create a common understanding [26, p. 88].

At the same time, the contrast between a traditional classroom and TBL was shown in Nunan's, D. work, provided by Chakravarthi Kiranmayi, N. The discourse structure is inflexible in a traditional classroom using a form-focused approach, since the instructor sets the agenda for topic growth and controls turn-taking. Teacher-posed questions usually have predetermined responses, which confines pupils to a response role and a limited vocabulary. There is very little meaning in negotiation. The goal of scaffolding is to assist students in producing proper sentences, using form-focused feedback. Furthermore, it's typical for teachers to "echo" students' comments. However, in a classroom that uses Task-Based Language Teaching (TBLT), students have more control over the topic because of the flexible discourse structure. Turn-taking abides by the norms of natural speech. The instructor asks questions without having the answers, allowing the students to participate in a variety of language functions and assume the roles of both initiators and responders. The negotiation of meaning is given more importance. Students are supported in expressing themselves through scaffolding, and content-focused feedback is given. Additionally, repetition is used [21, p. 26].

We will now consider the main strategies for implementing tasks within a classroom. As Willis, J. says, task-based learning encompasses more than mere task completion. Although this method enhances fluency and adaptability, learners might hit a learning plateau. To ensure continual progress, tasks should be viewed within a broader framework. This framework comprises three stages: pre-task, task cycle, and language focus. In the pre-task phase, the topic and task are introduced, activating relevant vocabulary. During the task cycle, learners utilize their existing language skills to

complete the task, refining them with teacher guidance during planning and feedback. Exposure to language in use can happen before or during the task cycle, boosting motivation. The framework facilitates exposure, application, and motivation, transitioning from comprehensive task engagement to targeted language study in the language focus phase [16, p. 40].

Teachers must start with a pre-task, as an introduction; it requires the teacher to go over the subject with the class, point out important terms and expressions, and assist with comprehension and preparation of the assignment. The task cycle itself consists of three other points: task, planning, and report; in the task part students complete the assignment in small groups or pairs, whilst the teacher keeps an eye on things remotely; planning is when students get ready to share with the class, either in a spoken or written language, to show how they completed the assignment and what their conclusions are; report includes certain students to share their written assignments with the class, they may also deliver their thoughts and compare the outcomes. Analysis and practice are the two primary components of language emphasis. Students go over and talk about specific passages in the text or transcript of the tape during analysis. In practice, either during or after the analysis, the teacher helps the students apply terms, phrases, and patterns they have not yet come across in the data [16, p. 38].

As Willis, J. once again states, language learners require both diversity and stability. Diverse topics, texts, and tasks offer them variety, while a structured framework like this, with its three defined phases, provides a sense of stability. For instance, knowing that there will always be a language focus phase following the task cycle alleviates concerns about encountering new language during the task cycle, as learners understand they will have an opportunity to delve into it later. The teaching methods necessary for task-based learning are not significantly different from those used in traditional language teaching. The distinctions lie in the sequencing and emphasis of activities, as well as in the increased level of student engagement and reduced direct instruction upfront [16, p. 41].

Putting students in communicative contexts and assigning them communicative tasks or assignments is the fundamental tenet of task-based learning. Any real-life

circumstance where language is utilized, even casual conversation, is considered a communicative setting. The foundation of every task created using the "task-based learning" methodology is the existence of a "gap" that has to be filled. An information-gap activity, such as group work to fill in lacking information, is the first kind of "gap". The second kind of activity is a reasoning-gap activity, where the argument is filled in by applying logic or practical thinking. An opinion-gap activity is another kind, which includes talking about social issues. Teachers should acquaint themselves with the kinds of assignments that students will be given before implementing this strategy. Listening, Ordering and Sorting, Comparing, Problem-Solving, Sharing Personal Experiences, and Creative Tasks are the six categories into which Dave Willis divided them [18, p. 353-354].

Ellis, R. agrees with Willis, J. about lesson principles, but he talks about pre-task activities, during-task activities, and post-task activities. The pre-task phase aims to prepare students for task performance in ways that facilitate learning. Lee (2000) emphasizes the significance of "framing" the task by providing an advance organizer outlining the required actions and expected outcomes. During the task phase, teachers have two fundamental types of methodological choices available to them, as there are several ways concerning how the task should be approached, which can be decided upon by the teacher beforehand and planned accordingly. These are referred to as "task-performance options". Secondly, there is a set of "process options" that entail real-time decision-making involving both the teacher and students regarding how to carry out the task as it unfolds. The post-task phase offers several possibilities, each serving three primary pedagogical objectives: offering a chance for the task to be repeated, promoting reflection on task execution, and directing attention to linguistic forms, particularly those that posed difficulties for learners during task performance [21, p. 80-93].

Feedback is extremely important, as Ellis, R. states. He suggests having students present a report on their task performance, marking the natural conclusion of the task cycle. The teacher's role is to facilitate and encourage students during this process. Reports can be oral or written, with a focus on summarizing the task outcome.

Additionally, students could reflect on their performance by considering language use priorities, problem-solving approaches, language learned, and ways to enhance task performance. This reflective practice can aid in the development of metacognitive strategies crucial for language learning. Furthermore, it is beneficial to have students evaluate the task itself. This feedback guides future task selection. Simple questionnaires, as outlined by Ellis, can efficiently gather student perspectives on task effectiveness [26, p. 94].

All of the findings above suggest that TBLP is a very complicated term. The term has been discussed since the late 1970s and early 1980s. Based on the definitions provided at the beginning of this part, it is possible to say that a pedagogical task in the context of TBLT is a classroom activity that engages learners in comprehending, manipulating, producing, or interacting in the target language, with a focus on mobilizing grammatical knowledge to convey meaning rather than manipulating form. It should possess a sense of completeness, capable of functioning as a standalone communicative act with a clear beginning, middle, and end. Central to the learning cycle in TBLT, a task is characterized by its ability to engage learners' interest, prioritize meaning over linguistic accuracy, relate to real-world activities, and measure success based on non-linguistic outcomes. This approach emphasizes meaning-based learning within the continuum from the focus on forms to forms on meaning, aligning with the communicative approach. TBLT is recommended in educational practice due to its effectiveness in facilitating effortless and deliberate language use, improving retention through communicative exercises, and emphasizing task completion as a means for language acquisition.

1.3 The Impact of Task-Based Lesson Planning on the Development of Learner Autonomy

In this part of the thesis, we present important points about the correlation between task-based lesson planning and learner autonomy. We talk about the main points of correlation, such as the student-centered approach, choice and control, problem-solving skills, feedback and peer reflection, collaborative learning, and adaptability. Unfortunately,

the topic of correlation between TBLP and learner autonomy has not been studied thoroughly yet. The most known scholars who delved into the topic were Baek, Y. and Eisenberg, S.

Benson, P. mentions autonomy is shaped by social factors, as the objectives, choices, and beliefs of individuals, along with the significance of their actions, stem from shared societal influences. Achieving genuine autonomy necessitates the presence of diverse social benefits, for which the State is responsible for providing and citizens have obligations to extend to each other [25, p.32].

On the other hand, task-based learning (TBL), based on the definition by Willis, D. and Willis, J., is when a task holds a central position in the learning process and is characterized by several key attributes: its ability to captivate learners' interest, its primary emphasis on conveying meaning, its evaluation based on achieving practical outcomes rather than linguistic accuracy, and its relevance to real-world situations. The more affirmatively these criteria can be addressed, the more closely the activity aligns with the concept of a task. A task-oriented approach leans heavily towards prioritizing meaning over form within the instructional spectrum [13, p. 4].

A prominent example was set by Baek, Y. and Eisenberg, S., as they state that the success of foreign language curriculum design hinges on empowering learners to take ownership of their learning journey. Essential steps include ensuring the relevance of materials through contextual analysis and fostering metacognitive strategies like goal setting and self-reflection. Collaborative goal-setting between instructional designers, educators, and learners enhances motivation and accountability. Task-based approaches within a constructivist framework promote both language proficiency and autonomy. Collaboration between designers and educators is key to crafting effective, learner-centered curricula that facilitate knowledge acquisition and language mastery [36, p. 10-11].

Five scholars: David Gortaire Díaz, Nelly Ley Leyva, Miguel Beltrán Moreno, Jeanelly Aguilar Parra, and Erika Mora Herrera experimented to prove the importance of tasks on learners' ability to learn. In the realm of English as a Foreign Language (EFL) instruction, there's been an increasing focus on methodologies aimed at nurturing students'

speaking skills and motivation. Task-Based Language Teaching (TBLT) has emerged as a notable approach in this regard. Students view language tasks and activities as catalysts for proficient task execution and language utilization in the classroom, as indicated by their feedback. The first table presents the percentage of students' motivation levels in a task-based EFL classroom across various aspects. Overall, a high percentage of students reported high motivation levels, particularly in tasks related to improving English-speaking skills (80.20%), participating in group exercises (62.10%), attending and studying English in class (78.20%), and performing tasks and activities in English (79.80%). However, motivation levels were comparatively lower for activities such as using English outside the classroom (28.90%), sharing ideas with classmates (36.80%) and teachers (50.70%), and using English in daily life (33.70%). These findings highlight the varying degrees of motivation among students across different language learning contexts. The second table outlines students' perceptions regarding various language tasks and activities in an EFL classroom. The majority of students agreed with statements related to motivation (83.94%), performing tasks in English (78.83%), sharing ideas with classmates (55.47%), communicating with teachers (67.15%), interacting with foreigners (64.96%), asking questions (68.61%) and answering questions (74.45%) in English, pronouncing words clearly (74.45%), using English daily (58.39%), improving presentation skills (78.83%), and enhancing communication skills (78.83%). However, there were some neutral or disagreeing responses, particularly regarding confidence in English-speaking skills (43.80%) and using English as a daily language (35.77%). These perceptions shed light on students' attitudes and confidence levels in various language learning activities within the classroom setting. It has been revealed that a predominantly high level of motivation occurred among students, particularly in tasks aimed at improving speaking skills and performing tasks in English. While confidence levels vary across different language skills, students generally hold positive attitudes towards various language tasks and activities, highlighting the importance of fostering a supportive and engaging learning environment to address areas of improvement and enhance overall language learning experiences. [7, p. 3804-3805].

As mentioned above, various principles correlate between TBL and learner autonomy. Starting with the student-centered approach, Skehan, P. states, that it is crucial

to consider individual learner differences in task-based language learning. Although sociocultural theory permits individual task interpretation, thorough research on the effects of learner differences on task performance is lacking. Studies have, however, looked at factors such as interlocutor acquaintance, gender, and skill level; these have not, however, been at the center of study tradition. It highlights the necessity for more complex research designs that examine the interplay of several factors on task performance, as group-based differences may mask deeper discrepancies among students. Based on his studies, it is possible to say that learner autonomy can be strongly impacted by task-based language learning research that takes individual learner characteristics into account. Task customization allows instructors to better accommodate the different requirements and preferences of learners by taking into account aspects like gender, proficiency level, and familiarity with the interlocutor. Furthermore, new research emphasizes how critical it is to comprehend how individual differences - like task attitude and working memory capacity - affect task performance. With a piece of greater knowledge, teachers may create assignments that give students more agency over their education, promoting autonomy. Furthermore, by examining how different conditions interact to affect task performance, nuanced research designs can offer important insights into how best to tailor language learning tasks to the needs of diverse learners. This will further foster autonomy by raising learners' effectiveness and engagement levels during the learning process [24, p. 7-8].

Choice and control, on the other hand, have not been discussed that much. Despite that, it is possible to track the influence of tasks on choice and control within the practical analysis of Thurman, J. He states, that in Task-Based Language Teaching (TBLT), learners' degree of choice has a major impact on spoken complexity. When offered a restricted or complete choice of topic, participants demonstrated higher degrees of complexity than when they were not given any option. The findings imply that giving students a choice increases their focus and openness to communication, which produces more language complicated. Choice has a beneficial impact on spoken complexity, which emphasizes how important it is for TBLT to promote learner autonomy and improve language learning outcomes. Based on his work, it is possible to say that offering choice in Task-Based Language Teaching (TBLT) significantly impacts learner autonomy, granting them the authority to pick topics

or tasks and thus, assuming ownership and accountability for their learning journey. This autonomy fosters deeper engagement with the content, resulting in heightened motivation, self-assurance, and enthusiastic involvement. [17, p. 114-115].

Another crucial principle is problem-solving. Zhytska, S. says, that in task-based language teaching (TBLT), the emphasis lies on problem-solving, with tasks geared towards achieving objectives using language effectively rather than focusing solely on grammar or vocabulary. Unlike traditional methods such as Presentation, Practice, and Production, where language use is often limited, TBLT encourages students to freely express themselves, enabling them to experiment with different language forms. This approach empowers students to determine the language they use to meet task objectives, fostering autonomy and active involvement in the learning process. By prioritizing communication over form, TBLT creates a learner-centered environment in which students take ownership of their language learning progress through authentic, real-life tasks. Based on these statements, it is possible to say, that the focus on problem-solving and effective communication empowers students to drive their language learning. Through tasks that prioritize using language effectively rather than strict adherence to grammar or vocabulary rules, students are encouraged to express themselves freely and explore different language forms. This autonomy enables them to make independent choices on how to accomplish task objectives, fostering deeper engagement and ownership of their learning journey. TBLT's learner-centered approach promotes autonomy by allowing students to navigate authentic tasks and take charge of their language learning progress [30, p. 1].

What stands out, is that feedback and peer reflection also play an important role in TBL and fostering autonomy. As Shariq, M. states, prior studies on teachers' corrective feedback (CF) in second/foreign language acquisition have mostly taken place in classroom environments under supervision, frequently without the use of Task-Based Language Teaching (TBLT) frameworks. According to Sato's (2013) research, ESL students' perceptions of peer engagement and peer corrective feedback created cooperative learning environments and positive social ties, which in turn supported language progress. Bitchener and Knoch (2010) noticed that CF increases the accuracy of advanced second language

learners when it comes to writing skills, and Hartshorn et al. (2010) found that CF boosted writing fluency. Chu (2011) examined how teachers' CF affected Chinese college students' oral English correctness, confirming its significance in foreign language instruction. Corrective feedback improves English language proficiency in both written and spoken forms. Based on this work, when learners engage in peer interaction and receive peer, they develop positive social relationships and collaborative learning environments, suggesting a level of autonomy in seeking and utilizing feedback from peers to improve language skills [20, p. 235].

Self-reflection is also present and, as Ellis, R. says, according to Willis, J. (1996, p. 96), you should have students submit a report detailing their work and any conclusions or insights they have. This is "the natural conclusion of the task cycle," according to her. The chairpersonship and encouragement of the students are the roles of the teacher. The reports can be either written down or spoken. It is evident from Willis' examples that the reports' main goal should be to summarize the task's results. On the other hand, it would also be feasible to request that students consider and assess how well they completed the assignment [26, p. 94].

Collaborative learning is another principle that correlates between TBL and autonomy. Amalia, E. provides points on how collaborative learning influences students through tasks. As students collaborate to achieve shared learning objectives, collaborative learning offers an excellent opportunity for language practice. Through participation in asking questions, providing clarification, and negotiating meaning, collaborative learning (CL) can imitate real-life social contexts, promoting both an increase in the amount and an improvement in the quality of student discourse. Collaborative learning creates a laid-back atmosphere where students can interact and converse with one another without worrying about rules or being penalized for making mistakes. According to Jiang (2009), collaborative learning involves students having conversations and exchanging ideas in a relaxed setting. This promotes the sharing of various viewpoints and improves language proficiency and communication abilities. Collaborative learning (CL) involves activities like discussing, elaborating on, and assessing peers' viewpoints to foster critical thinking

skills in learners. Based on what has already been said, by giving students the chance to take charge of their education, collaborative learning through assignments can improve learner autonomy. Students are encouraged to make choices, create objectives, and oversee their learning when they work in a collaborative environment. This promotes independence and self-direction. By working together, students may actively participate in group conversations, negotiate meaning, and solve problems as a team, which helps them become more capable of taking ownership of their learning process and learning from their peers [14, p. 3-5].

The importance of adaptability in promoting learner autonomy and task engagement among students has to be thoroughly examined. First of all, Nuralieva, N., Wei, Z., and Fazal, K. say, that when students are comfortable with the material and appreciate the chance to learn through interaction with others, they are more likely to participate in class discussions and activities. Small-group conversations are preferred over large-class settings, which suggests that instructional strategies need to be more flexible to accommodate different learning styles and language limitations. Second, how students feel about the learning environment—including how supportive the teachers are and how confident they are in their abilities to succeed affects how willing they are to participate in class activities. Incorporating alternatives and choices into class projects or assignments allows students to choose themes that they find interesting and relevant, which in turn increases their motivation and level of engagement with the material. Overall, adaptability in instructional design and facilitation plays a crucial role in fostering learner autonomy and task engagement in the classroom. In the context of task-based language teaching (TBLT), flexibility has an impact on learner autonomy since it can enable students to take charge of their education. TBLT enables students to customize their learning experiences to their unique requirements, preferences, and language competence levels by offering flexibility in the learning activities. Because of their capacity to adapt, students can work on projects that have personal significance and relevance for them, which helps them feel more in control of their education [22, p. 8].

As Ostafiychuk, O. states, the development of learner autonomy based on TBLP provides a catalyst for the concept of lifelong learning, which is mostly recognized as crucial in today's modern world. Lifelong learning goes far beyond the traditional learning setting, allowing a continuous process of acquiring information, skills, and competencies throughout students' lives. Thanks to TBLP, learners are not just recipients of knowledge but active figures in their journey. By promoting autonomy, TBLP fosters curiosity, motivation, and adaptability which are vital to lifelong learning. This approach empowers individuals to take ownership of their learning, allowing them to explore diverse interests, go after personal and professional development opportunities, and adapt to circumstances throughout their lives and learning. What is more, lifelong learning is essential in today's fast-evolving economy, where technological devices, economies, and societal changes create new challenges. Individuals who take hold of lifelong learning are better prepared to thrive and succeed in this dynamic world, while also staying needed in the job market, adapting to new roles and industries, and taking opportunities. Furthermore, lifelong learning has broader benefits in our society, contributing to economic growth, social unity, and innovations. By fostering continuous learning, TBLP promotes active critical thinking, and problem-solving skills, letting individuals contribute wisely to their communities and address complex challenges facing society. In conclusion, TBLP not only enhances learner autonomy but also lays the foundation for a lifelong commitment to learning and growth. By equipping individuals with the skills, mindset, and resources to embrace lifelong learning, TBLP prepares them to navigate the complexities of the modern world and contribute positively to society [23. p. 82].

In conclusion, the relationship between task-based lesson planning (TBLP) and learner autonomy has been revealed in this section of the thesis. Important points of the correlation have been clarified, including the following: a student-centered approach; the provision of choice and control; the development of problem-solving skills; the integration of feedback and peer reflection; the promotion of collaborative learning; and inherent adaptability. Using the knowledge gained from many researchers who have studied autonomy and TBLP, it is clear that these two elements are mutually beneficial. Task-based learning's intrinsically student-centered methodology stands out as a key component in

promoting learner autonomy by giving students agency and empowerment over their academic journey. Giving people the freedom to choose and be in charge of their education enhances their sense of autonomy by enabling them to customize their educational experiences to fit their requirements and preferences. Additionally, the focus on problem-solving techniques in task-based learning provides students with essential resources for self-directed learning, empowering them to overcome obstacles and gain knowledge on their own. Peer reflection and feedback methods combined promote learners to actively evaluate their learning objectives and progress in addition to facilitating ongoing improvement. In addition to encouraging social contact and knowledge exchange, TBLP-supported collaborative learning settings help students develop a sense of freedom and responsibility. Collaborating to achieve shared objectives helps students hone their independent work skills while also developing critical collaboration abilities. Last but not least, task-based techniques' natural flexibility guarantees that a range of learning preferences and styles are taken into account, giving students the confidence and independence to successfully navigate a variety of learning environments. This research concludes by highlighting the critical role that task-based lesson planning plays in promoting learner autonomy, as evidenced by its complex relationships with student-centeredness, control and choice, problem-solving skills, feedback systems, collaborative learning, and variability. Teachers may effectively enable students to take charge of their education and develop critical lifetime learning abilities by adopting these ideas. As we continue to strive for educational excellence and equity, the integration of TBLP stands out as a promising pathway toward empowering learners and fostering a culture of lifelong learning and growth. In essence, by promoting learner autonomy and fostering a commitment to lifelong learning, TBLP not only prepares individuals for success in the present but also equips them with the resilience and adaptability needed to thrive in an ever-changing world.

CHAPTER 2. EMPIRICAL STUDIES

2.1 The Procedure of the Experiment

This thesis section describes the experiment that our team carried out at Lyceum Number 15 in Rivne, Ukraine. The goal of the experiment was to find out how learners' autonomy was affected by task-based lesson planning (TBLP). To support the findings, we will provide tables, charts, and surveys. This study aims to accomplish two main goals. First, by investigating how TBLP affects learner autonomy growth within the educational setting, we hope to improve learner autonomy. Second, we look at how this approach affects students' academic performance and participation in the learning process to assess its efficacy.

Our research centers on learner autonomy, which is defined as the degree of students' independence in their learning endeavors, including their capacity to plan, carry out, and assess their learning tasks. We hope to provide insight into how the task-based approach affects students' levels of autonomy and, in turn, their overall learning process and results.

The second item is task-based lesson planning, which refers to strategies and tactics for organizing lessons around tasks designed to encourage students' independent study and active engagement.

Particular research objectives:

- to assess the relationship between learner autonomy and task-based lesson preparation;
- to compare task-based learning's efficacy with conventional teaching techniques;
- to evaluate how the behavior and motivation of the students have changed;
- to provide suggestions for instructors on how to use task-based lesson preparation to improve student autonomy.

Ascertaining the degree of student autonomy is our main study goal before putting task-based lesson planning (TBLP) into practice. Eleven eighth-grade pupils made up the

initial group of children we worked with. Depending on the content that was taught, these pupils' understanding levels varied. We used a combination of conventional teaching techniques and four task-based lessons to structure the program. We conducted surveys to gauge their degree of autonomy before we started teaching so that we had a baseline before TBLP was implemented. The design of these questionnaires was dictated by the study's goals and objectives, and our methodology was informed by the information gathered. We also created a table using the aims and objectives of the study as a foundation for comparison and analysis.

The survey (see Appendix 1) was essential to figuring out where the students were coming from and how to structure our lessons. Its importance stems from its capacity to reveal a range of learning strategies and mindsets that are essential for both intellectual and human development. It is important to comprehend self-directed learning since it shows how capable pupils are of overseeing their educational journeys. The questionnaire addresses a variety of topics that are crucial to self-directed learning, including planning studies and establishing learning goals. These inquiries were thoughtfully constructed utilizing prior research as a guide, with a special emphasis on Task-Based Language Pedagogy (TBLP) autonomy principles. We sought to evaluate how students' autonomy appears in the context of language learning activities by lining up with these fundamental ideas. We can learn more about students' learning preferences, difficulties, and areas in need of support by examining the responses. Our instructional strategies and interventions are informed by this knowledge, which helps us to scaffold students' development into competent and independent language learners.

It is important to bring up the main definition of autonomy by Holec, H.: “To take charge of one’s learning is to have the responsibility for all the decisions concerning all aspects of this learning,” [15, p. 1-3]. Assessing the ability to solve problems is another important aspect. The questionnaire evaluates students' capacity to take on challenges on their own by posing questions on how frequently they undertake challenging assignments alone and how confident they are in their abilities to solve problems on their own. This

makes it easier to spot children who might require more assistance to acquire the critical problem-solving abilities that are necessary for success in the classroom and everyday life.

As T. Tin. Dang says, an individual's level of participation in activities, including group work and collaboration, is influenced by both personal characteristics and contextual factors, which highlights the importance of facilitative practices from the environment in fostering learner autonomy and moves individuals toward more active and controlling roles within a community [32, p. 62]. Students' involvement and perceptions of the advantages of collaborative learning are measured by the questions on group work participation and effectiveness. While understanding group work's effectiveness for personal growth aids in improving group work tactics to optimize advantages, active engagement in the process can boost learning through peer interactions and shared knowledge.

A simplified model of the language learning process by Coterall, S. shows the importance of motivation in acquiring autonomy [36, p. 113]. Academic success is significantly influenced by motivation. Inquiries concerning the drive to finish tasks independently of the teacher and involvement in English classes evaluate the learner's internal drive and level of involvement. Positive educational experiences and improved learning outcomes are associated with high levels of motivation and engagement.

Self-reflection or feedback, as advocated by Ellis, R. and Willis, J. (1996), involves students submitting reports detailing their work and insights, representing the natural conclusion of the task cycle, with teachers facilitating and encouraging this process, allowing for written or spoken reports aimed at summarizing task results or assessing completion effectiveness [26, p. 94-95]. This point is significant as feedback-related questions determine how often students seek and pay attention to feedback. Regularly seeking feedback and being attentive to the learning process are indicative of a proactive approach to learning, enabling students to identify areas for improvement and make necessary adjustments.

Now we will move on to another part of our experiment, the process itself. To show the process of implementing TBLP to achieve higher levels of autonomy, we will present

lesson plans. During the first lesson, it was important to determine the class` profile; The 8-C class is characterized by varying proficiency levels in English. Some students have basic knowledge, while others may struggle with confidence in using the language. However, the class dynamic allows for peer support and collaboration. We were able to hold four lessons based on TBLP and learner autonomy, the rest of them were traditional. Unfortunately, due to our country being in a state of war, it was not possible to have more lessons as there were constant air alarms and remote learning.

The first lesson plan can be seen in the *Appendix 2*. The topic of the lesson was “My dream job”. A small group project was the primary assignment. Students were required to conduct research and prepare a presentation on a selected career option in pairs or small groups. Although the board and their textbooks contained pictures and names of several occupations, pupils were still required to research the topic of their choice. To share their findings with the class, students were also required to do a visual presentation (they were provided photos according to the profession they chose). They also had to talk about their goals, responsibilities, and career alternatives in English. Along with tools and stationery, a strategy, and an example, students were given visual aids. To assist them in presenting the necessary information and achieving the main objective, stronger and weaker students were matched. Weaker students were able to respond to the questions straightforwardly throughout their presentation, and there was a noticeable improvement in their classroom communication. Given that students had not done these kinds of assignments frequently; the outcomes were not flawless. Despite this, they found the task enjoyable and showed independence in their work. Because students had to assist the teacher during the task because they had only previously been given instructions and examples, their problem-solving skills also improved.

The second task had the same topic. Despite this, activities varied. It was an interactive role-play. Students had to stay in the same pairs and engage in a role-play, which stimulated a workplace related to the same profession. The task included preparing questions and responses (for instance, a waiter and a client), practicing communication skills, and then receiving feedback from peers. The results were more visible, as during the second task

students had already become more comfortable. Interactive role-play offered them valuable opportunities to engage in immersive simulations of job interviews and workplace scenarios related to their chosen professions. During this activity, students were asked to prepare questions and responses, thus practicing their ability to effectively communicate their skills and aspirations. By practicing communication skills in these realistic contexts, students not only enhanced their speaking skills but also gained some confidence and improved their communication with classmates. Moreover, the influence of peer feedback allowed constructive critique on language use and fluency, fostering a collaborative learning environment.

Even though it was the first lesson, we could already see small changes in decision-making skills, speaking, listening, reading, and writing, practical acquisition of vocabulary; social and collaborative skills through peer learning and teamwork; and an increase in motivation and engagement in the learning process, which creates a more dynamic and interactive classroom environment.

The second lesson plan can be seen in *Appendix 3*. The second lesson was on the topic: “Career exploration”. Just like in the earlier lessons, students worked in pairs. A new career to research was given to each duo; this career was not the one they had selected in the previous lesson. They looked into the duties and job description, the education and skills needed, professional advancement options, the advantages and disadvantages of the field, and career growth prospects. There were handouts and laptops/tablets available for online study. The instructor went around helping pairings, responding to inquiries, and offering advice.

During the second activity, every pair made a graphic poster that summarized the results of their study. Posters featured creative features, images, and important information. There were supplies like chart paper, markers, printed pictures, glue, and other art tools available. Students were urged to display information creatively and clearly by viewing examples of well-organized posters.

Last, but not least, the students watched each duo display their poster. Students offered fascinating facts, emphasized important ideas, and gave an explanation of their professional decisions. Using feedback forms, classmates offered helpful criticism, emphasizing the presentation's correctness, inventiveness, and clarity of information. In conclusion, the second TBLP lesson aimed at autonomy was prolific. Students were already showing more confidence and desire to participate and present their ideas.

The third lesson plan can be seen in *Appendix 4*. The topic of the lesson was: “Artistic careers”. In the first exercise, students conducted research on a range of occupations in the creative and performing arts industry in pairs or small groups. A specific occupation, such as singer, actor, dancer, visual artist, director, or costume designer, was assigned to each pair or group to investigate. Their assignment was to compile a detailed report on the career they were assigned, which included information on job duties, required abilities and skills, educational requirements, training programs, prospects for career advancement, related career paths, and the benefits and drawbacks of choosing that particular career. Students were given handouts with guiding questions to guide their investigation to facilitate their research. They also had tablets or laptops available for internet research. During this stage, the instructor moved around the pairs or groups, helping, addressing concerns, and giving advice to make sure the students kept on task and learned the material.

In the second task, students produced visual posters that summarized their research instead of continuing with it. Each couple or group created their poster together using chart paper, markers, printed images, glue, and additional art equipment. The posters were designed to provide important details about the designated job in an eye-catching and educational way. Students were urged to use artistic flair and eye-catching graphics to improve how they presented the results of their research. The teacher gave the pupils examples of well-organized posters to follow as a guide for creating their own, emphasizing the need for originality and clarity in information presentation. Students cooperated throughout this step, exchanging ideas and allocating responsibilities to guarantee that their posters were finished in the allotted time.

Students showcased their research on their chosen careers in the creative and performing arts through posters they presented to the class as the final assignment. Every couple or group alternated in outlining their desired professional path, emphasizing important details, and providing their peers with thought-provoking suggestions. As each presentation went on, classmates paid close attention, taking notes and getting ready to offer criticism. Following each presentation, classmates offered constructive feedback using feedback forms provided by the teacher. The posters' inventiveness, correctness of information, and ease of presentation were the main points of criticism. Students participated in peer evaluation during this process, giving their peers insightful criticism and helpful recommendations on how to improve their comprehension and presentation abilities.

The instructor led a class discussion to highlight the main points from the presentations during the lesson's last section. The instructor facilitated a conversation about the variety of professions in the creative and performing arts sector and emphasized the importance of these occupations in society. Pupils were invited to consider the lessons learned and how they affected their opinions about careers in the arts. Students had the chance to synthesize what they had learned and think about their interests and goals concerning professions in the creative and performing arts during this reflective discussion.

The plan for the final TBLP lesson can be seen in *Appendix 5*. The topic of the lesson was: “Jobs throughout history”. It was the final lesson, during which we wanted to hold the most interesting activities and autonomous tasks. Students had to present their acquired skills and show their creative thinking and improved pair work. In the beginning, we had a warm-up activity, during which students had to share their thoughts on different ages, like medieval Europe or ancient Egypt. In the first activity, they had to learn more about the timeline and a specific profession. All of the possible variants could be seen on the board.

They went around several "time travel" stations that represented different historical eras, including the Industrial Age, the Middle Ages, the Ancient World, and the Present. With career cards that included occupations such as scribe, blacksmith, factory worker, and computer programmer—all applicable to each era—students gained knowledge about the kinds of vocations that were accessible at each time and the abilities needed for each.

Students discussed the future of work in a group setting for twenty minutes during the second task. They discussed and projected future professions, taking into account cultural changes, technological breakthroughs, and environmental modifications. Next, each group gave a presentation to the class outlining their ideas for future jobs, including the type of job, the skills needed, and the possible social impact.

The third activity lasted for approximately 10 minutes. In their groups, students made a “career capsule” which had “artifacts” within the chosen jobs. They also had to predict future careers. They chose and used items, including images, symbols, and small props, to show particular careers from both historical periods and future ideas. Subsequently, each group shared their time capsule with the class, explaining the significance of each artifact and its association with past and future vocations.

At the lesson's conclusion, 5 minutes were designated for reflection. Following this, students also had to reflect on their journey and provide feedback to the teacher and one another. We followed the main principles of TBLP aimed at autonomy while conducting our lesson plans. During the lesson, we could see a major shift among students toward being more autonomous. The results will be presented and explained in the second part of the thesis.

In conclusion, careful planning went into creating each lesson plan, guaranteeing thorough coverage of crucial ideas and promoting the intended learning objectives. We were able to conduct four lessons and evaluate the data efficiently despite the difficulties presented by the ongoing wartime conditions and frequent air raid alarms. This confirms the important role that Task-Based Lesson Planning (TBLP) plays in promoting learner autonomy. Given the limitations presented by the situation, it was purposeful to divide the traditional lessons among those who used TBLP. The goal of this strategy was to avoid the weariness and exhaustion that come from students engaging in project-based and communicative learning over time. Sustaining students' interest and cultivating a pleasant learning atmosphere in the face of outside distractions required maintaining a balanced classroom environment. Our findings throughout the school practice time, however, highlighted the dominant educational paradigm in Ukrainian schools, which does not

prioritize the acquisition of autonomy. Traditional pedagogical approaches, which are defined by teacher-centered learning and adherence to required texts, are still widely used. According to X. Wang, there are two types of typical classroom environments: teacher-centered and learner-centered. The former places emphasis on the transfer of knowledge from the teacher to the student, which frequently leads to passive learning practices. Upon reflection, it is clear that Ukrainian educational environments tend to follow the teacher-centered model more closely, placing more emphasis on the distribution of knowledge than on encouraging student autonomy and independent thought. This emphasizes the necessity for such pedagogical methodologies such as TBLP to be methodically implemented into the educational framework. This, on the other hand, empowers students to realize responsibility for their learning journey and develop crucial lifelong learning abilities [35, p. 48-50].

2.2 The Analysis of the Experiment.

In this part of the thesis, we will present the results of the experiment based on TBLP for autonomy. The second goal was to assess how well the task-based approach, in particular, has improved students' academic performance and involvement in the learning process. Based on how the lesson plan uses a task-based approach, where students actively participate in meaningful tasks relevant to career routes and workplace scenarios, the methodological assessment is conducted. These exercises aim to foster critical thinking, teamwork, and language learning. The task-based approach suggests that students explore career options and participate in role-plays to use their language skills in real-world scenarios. It is projected that this approach to experiential learning will enhance students' language proficiency and academic achievement. Due to the interactive nature of the assignments, a collaborative learning environment was fostered by encouraging active involvement and peer engagement. As students were actively involved in their education, they were more likely to be engaged and motivated to learn.

It is crucial to remember that the experiment was held within the 8th form. We had four TBLP lessons. Based on the principles used, we can say that the assessment of students went well. All of the questionnaires were collected and examined. We were able to collect the data to determine whether there was a significant correlation between the

implementation of task-based learning and students' reported autonomy levels. It can be seen in *the Appendix 6*. We would assess students' knowledge and skill gain using pre-and post-tests to compare the effectiveness of task-based learning with traditional teaching methods. In addition, we would use qualitative techniques like student feedback and classroom observations to evaluate task-based learning's efficacy in comparison to more conventional approaches. The questions consisted of similar ones at the beginning of the experiment. For instance, the purpose of the questions was as follows:

- to measure their capability to solve problems independently after TBLT lessons;
- to evaluate their participation and the perceived effectiveness of group work after TBLT lessons;
- to assess their motivation in learning activities after TBLT lessons;
- to measure how frequently ask and pay attention to feedback after TBLT lessons.

Before showing the results, it is important to present the class profile. It was the 8-C English subgroup at Lyceum Number 15 in Rivne, Ukraine. The class consists of eleven students, six boys and five girls, aged between 14 and 15 years. The students in this subgroup have been studying English since the 1st grade, although some joined from other schools where the level of English instruction varied. They are currently at Level 1 in English proficiency and have five English lessons each week. Over the years, they have had two different English teachers. Their current course book is "Focus 2," complemented by additional materials like the Round-Up series, charts, audio resources, and worksheets. The classroom dedicated to English lessons is well-equipped, with numerous English charts adorning the walls and shelves stocked with English books. The room is designed to accommodate small subgroups, fostering an environment conducive to focused language learning. The desks are arranged in fixed rows, ensuring that all students are visible to the teacher, which aids in maintaining engagement and discipline.

The Lyceum Number 15 8-C English subgroup is made up of a varied combination of read/write, visual, and auditory learners, each with its advantages and disadvantages.

Although quiet most of the time, one auditory learner exhibits excellent demeanor, a significant interest in grammar, and outstanding speaking abilities. While a third auditory learner is one of the best, emotionally stable, and a skilled speaker, they are not always willing to engage. Another auditory learner has some success with grammar but is gregarious. Some children are visual learners and take an interest in new subjects quickly. However, they lack language and frequently ask their friends for help with answers. Some visual learners suffer from social relations and minor behavioral concerns, but they become involved when the subject matter interests them. One visual learner has terrible behavior, low interest, and a small vocabulary, yet they get interested in topics that are meaningful to them. The visual learner works hard to pick up new vocabulary and do assignments, but they also act badly and don't know the basics. There is also a visual learner who is reticent despite having excellent grammar. One student among the read-and-write learners is always willing to respond to inquiries, and has excellent language and grammar skills, but finds it difficult to engage with others. Although this other read-and-write learner has a solid grasp of basic grammar, they rely a lot on textbooks and regulations. To properly support these pupils, the teacher could assign more individual and group projects, rearrange the seating, and offer emotional support as required. By addressing their unique needs, this customized strategy seeks to create a more welcoming and productive learning environment.

It is crucial to break down the results in detail. In *Appendix 7* you can see the previously mentioned questionnaire to assess students' shift towards autonomy. This questionnaire had various questions related to the progress of being autonomous, their thoughts on motivation, feedback, collaborative work, etc. Questions were closely related to the ones done at the beginning of the experiment. After examining the first blanks of answers, we could see that only 4 students out of 11 saw themselves as autonomous. Other students' answers varied among: "sometimes", "never", and "rarely". It was based on the way lessons were held. As has already been mentioned, traditional settings are more popular among educators in Ukraine. Teacher-centered classrooms are extremely common and students usually rely on their teachers in every aspect of learning and cannot comprehend the importance of being autonomous in learning and creating their path. They do not understand how important that is for their educational process and future in general. Here

you can trace the novelty of the thesis once again, as it is crucial to start implementing TBLP for autonomy within Ukrainian educational settings. Educators should start correlating between traditional and TBLP settings to achieve autonomy among students and help them take hold of their learning and plan their path themselves.

After the experiment was done, we repeated the questionnaire and saw that 8 students out of 11 viewed themselves as autonomous. Weaker students still showed signs of being reliant on teachers and instructions; nevertheless, their answers became more positive and started leaning towards feeling autonomous. It was expected, as the influence of traditional settings could be visible. They rely on their teacher a lot and struggled to participate in TBLP activities; despite it being said, these students still tried their best and showed signs of interest and motivation.

Before the implementation of Task-Based Language Teaching (TBLT) in the 8-C English subgroup at Lyceum Number 15, the level of student autonomy was relatively low. Only 4 out of the 11 students, representing 36.36%, exhibited a high level of autonomy, while the remaining 7 students, or 63.64%, displayed a low level of autonomy. However, after the implementation of TBLT, there was a significant improvement in student autonomy. The number of students with high autonomy doubled to 8, which constitutes 72.73% of the class. Conversely, the number of students with low autonomy decreased to 3, representing only 27.27% of the class. This notable shift highlights the positive impact of TBLT on fostering greater independence and self-directed learning among the students. The results are presented in the form of two tables in *Appendix 8*. A better understanding can be received after looking at the diagram in *Appendix 9*.

After examining all of the results, we also wanted to present our findings and conclusions on the topic. The table providing a deeper understanding can be seen in *Appendix 10*. The purpose of this passage is to assess how Task-Based Language Teaching (TBLT) affects student behavior and motivation in the 8-C English subgroup at Lyceum Number 15, as well as learner autonomy, academic achievement, and teaching efficacy. A structured passage was used to evaluate many objectives to shed light on how TBLT stacks up against conventional teaching techniques and how effective it is overall in improving the

learning process. Finding out how TBLT affects learner autonomy was one of the main goals of this survey. The results show that after TBLT was implemented, a sizable percentage of students now routinely or always plan their study schedules and feel at ease creating their learning objectives. This suggests a considerable improvement in their capacity to guide their learning.

Investigating the connection between TBLT and academic success was another crucial goal. Students' confidence levels in their ability to solve problems before and after TBLT adoption were compared in the survey. The number of pupils who feel comfortable handling problems on their own has significantly increased, according to the results. This implies that by enabling students to solve problems on their own, TBLT not only improves learner autonomy but also improves academic performance. The relationship between the use of TBLT and increased confidence in one's ability to solve problems shows how important it is for academic performance.

Additionally, TBLT's effectiveness was contrasted with conventional teaching techniques. According to survey results, when TBLT was implemented, a higher proportion of students thought group work improved their learning. In addition, when comparing TBLT to conventional approaches, students reported increased levels of interest and engagement. These results imply that because TBLT encourages continuous interest in the subject matter, active engagement, and cooperation, it offers a more fruitful and enriching learning experience.

The last goal looked at how students' motivation and conduct changed as they switched from standard instruction to TBLT. Following the implementation of TBLT, there was a discernible rise in the percentage of students asking for comments on their work and considering how much they had learned. This transition shows that pupils are acting more proactively in their learning processes, which is an improvement in behavior. Furthermore, the increase in motivation levels shows that TBLT fosters a more engaging and encouraging learning environment, which empowers students to take a more active role in their academic path.

Comparing TBLT to traditional teaching approaches, the survey results show that TBLT dramatically improves learner autonomy, academic accomplishment, and overall student engagement. The best way to promote academic achievement is through an environment that values active involvement, problem-solving, and self-directed learning, which is why TBLT is so effective. The way that student conduct and motivation have improved further attests to the success of TBLT in fostering an autonomous and dynamic learning environment. This thorough examination demonstrates the importance of TBLT in contemporary education and its capacity to improve student learning outcomes.

This part of the thesis showed the experiment, which aimed to assess how TBLT influences students' ability to self-direct their learning, manage their studies, make learning goals, and solve tasks on their own. Merely 36.36% of students demonstrated high levels of autonomy before the deployment of TBLT. These students felt slightly at ease when they set their learning objectives and occasionally scheduled their study sessions. By contrast, low levels of autonomy were demonstrated by 63.64% of the pupils, who mostly relied on external motivation and guidance from teachers. This situation made clear the need for a teaching strategy that would help pupils develop their capacity for independent study. There has been a significant change since TBLT was implemented. The proportion of pupils demonstrating a high degree of independence increased to 72.73%. The number of students who usually or always plan their study schedules and feel comfortable creating and pursuing their learning goals independently has doubled, which is a significant improvement. This shift shows that TBLT effectively encourages students to take charge of their learning, promoting an autonomous learning environment. Other TBLT-related factors led to this increased autonomy. By putting students at the center of the learning process, task-based learning encourages them to take an active role in assignments that call for autonomous preparation and completion. Learner-driven activities take precedence over teacher-led instruction in this method. Furthermore, TBLT assignments are frequently created to mirror real-world situations, which gives students a more meaningful and engaging learning experience. Students can understand the benefits of managing their learning to reach meaningful objectives because of this relevance. Although TBLT places a strong emphasis on personal accountability, it also includes group work, which improves teamwork. Students

develop a sense of both group and individual responsibility as they learn to rely on both themselves and their peers. Moreover, TBLT promotes students' reflection on their learning objectives and procedures. This reflective practice allows students to understand their strengths and things to improve, further allowing self-directed learning. The survey additionally highlighted a great growth in students' self-assurance in problem-fixing. Before TBLT, many college students hesitated to address complicated duties independently, regularly searching for instant assistance. After TBLT, there has been a top-notch upward variety of students who felt assured in locating answers to troubles without assistance. This development in problem-fixing abilities is carefully tied to the shape of TBLT, which inspires college students to assume severely and independently. In conclusion, the implementation of TBLT has had a profound effect on the learner autonomy of the 8-C English subgroup. By fostering a student-focused mastering environment, making duties applicable to real-global scenarios, incorporating collaborative mastering, and selling reflective practice, TBLT has considerably improved the students' potential to manipulate their mastering and solve troubles independently.

CONCLUSIONS

Learner autonomy holds a significant importance. Developing into fully autonomous learners who can apply what they have learned outside of the classroom is a multi-stage process that begins with becoming aware of curriculum goals, continues with choosing from a variety of options, modifying content, and culminates in setting personal goals. Being in command of one's own learning means accepting accountability for every choice made along the process. This process of becoming more autonomous is not limited to the classroom; rather, it is a continuous one that affects students for the rest of their lives. Being independent goes beyond just being able to manage one's own education; it also includes having the ability to apply this freedom to many areas of life, allowing people to make wise judgments in every area of their lives. This all-encompassing perspective on autonomy highlights its significant influence and emphasizes its critical role in cultivating lifelong learners who are prepared to function in and make a contribution to society at large.

The results show that Task-Based Language Pedagogy (TBLP) is a complex idea that has been the subject of much discussion since the late 1970s and early 1980s. Within the framework of Task-Based Language Teaching (TBLT), a pedagogical task entails involving students in activities that go beyond simply mastering grammar rules and instead concentrate on utilizing the target language to communicate meaning. These kinds of assignments are meant to be comprehensive, well-structured communication acts that pique students' attention and highlight practical applications. Rather than focusing on language accuracy, the success of these tasks is determined by their practical results. This strategy emphasizes the value of meaning-based learning and is consistent with the communicative way of teaching languages. Because TBLT can help with intentional and natural language use, meaningful communicative exercises improve retention and practical application. Task-Based Language Training (TBLT) enhances efficient and captivating language learning endeavors by emphasizing task completion as a crucial element of language acquisition.

The relationship between TBLP and learner autonomy has been further elucidated, revealing a mutually beneficial correlation. Key points include a student-centered approach, provision of choice and control, development of problem-solving skills, integration of feedback and peer reflection, promotion of collaborative learning, and inherent adaptability. The intrinsically student-centered methodology of task-based learning empowers students by giving them agency over their academic journey, enhancing their sense of autonomy. This empowerment allows students to customize their educational experiences, fostering self-directed learning through problem-solving techniques and promoting continuous improvement via peer reflection and feedback. TBLP-supported collaborative learning environments encourage social interaction and knowledge exchange, fostering both independence and responsibility. Students develop critical collaboration skills while working towards shared objectives, further enhancing their autonomy. Additionally, the adaptability of task-based approaches accommodates diverse learning preferences and styles, instilling confidence and independence in students navigating various learning environments.

The student-centered approach of task-based learning is essential for fostering autonomy because it gives students the power to customize their educational experiences to fit their unique needs and preferences. A stronger sense of ownership and accountability for their education is fostered by this empowerment. The TBLP's underlying problem-solving focus gives students the tools they need for self-directed learning, empowering them to take on difficulties on their own. Additionally, incorporating peer review and feedback promotes ongoing self-evaluation and development, and collaborative learning environments foster social engagement and the sharing of knowledge. Through the accomplishment of shared objectives, these cooperative environments strengthen individual liberty while also fostering teamwork. Due to task-based approaches' intrinsic flexibility, they can accommodate a wide range of learning preferences and styles, giving students the confidence and freedom, they need to successfully navigate a variety of learning situations.

The practical implementation of TBLP within the wartime context provided invaluable insights into its efficacy and challenges. Each lesson plan was meticulously

crafted to cover essential concepts and achieve the desired learning objectives, despite external challenges such as frequent air raid alarms. The experimental findings indicated a significant shift in learner autonomy. Initially, only 36.36% of students demonstrated high levels of autonomy, relying heavily on teacher guidance. Post-implementation, this figure rose to 72.73%, with students increasingly setting their learning goals and managing their studies independently. This shift underscores the role of TBLT in fostering an autonomous learning environment. By centering the learning process around students, TBLT encourages active participation and responsibility in their learning tasks. The incorporation of real-world scenarios and collaborative learning further enhances engagement and relevance, promoting self-directed learning and problem-solving skills. Students' increased confidence in addressing complex tasks independently highlights TBLT's impact on critical thinking and resilience.

However, the dominant educational paradigm in Ukrainian schools, characterized by teacher-centered approaches and rigid adherence to textbooks, poses a significant barrier to fostering autonomy. The prevalent model emphasizes knowledge transmission over independent thought, underscoring the need for systematic integration of TBLP to empower students. In essence, this thesis highlights the critical role of task-based lesson planning in promoting learner autonomy. By embracing student-centeredness, control and choice, problem-solving skills, feedback systems, collaborative learning, and adaptability, educators can empower students to take charge of their education and develop lifelong learning skills. TBLP not only prepares individuals for present success but also equips them with the resilience and adaptability needed to thrive in an ever-changing world. The integration of TBLP stands out as a promising pathway toward educational excellence and equity, fostering a culture of lifelong learning and growth.

BIBLIOGRAPHIC REFERENCE LIST

1. Наталія Дмитренко. (2018). Теоретичні Передумови Виникнення Автономного Навчання. Вінницький Державний Педагогічний Університет Імені Михайла Коцюбинського. ISSN 1992-5786. №60, Т.1. Педагогіка формування творчої особистості у вищій і загальноосвітній школах, 76-80.

URL: http://www.pedagogy-journal.kpu.zp.ua/archive/2018/60/part_1/16.pdf

2. Олена Чехратова. (2017). Навчальна Автономія на Заняттях з Іноземної Мови: Сутність і Мета Впровадження. Харківський Національний Економічний Університет Імені Семена Кузнеця. Збірник Наукових Праць «Педагогічні Науки», 88-91.

URL: <file:///C:/Users/User/Downloads/1951%D0%A2%D0%B5%D0%BA%D1%81%D1%82%20%D1%81%D1%82%D0%B0%D1%82%D1%82%D1%96-3474-1-1020190423.pdf>

3. Тетяна Северіна. (2018). Формування Навчальної Автономії Студента в Позааудиторній Діяльності. Хмельницька Гуманітарно-Педагогічна Академія. ISSN 2308-4855, ISSN 2308-4863 (Online). Актуальні Питання Гуманітарних Наук. Вип 20, Том 3, 2018, 111-115.

URL: <https://dspu.edu.ua/sites/hsci/wp-content/uploads/2019/02/24-4.pdf>

4. Ali Shehadeh. (2005). Task-Based Language Learning and Teaching: Theories and Applications. Teachers Exploring Tasks in English Language Teaching (pp.13-30). *Teachers Exploring Tasks in English Language Teaching* (pp. 12-30), 13-298.

URL:https://www.researchgate.net/publication/304698703_Taskbased_Language_Learning_and_Teaching_Theories_and_Applications#:~:text=Prabhu1%20used%20a%20task%20Dbased,adults%20in%20the%20early%201980s

5. Andreia Costa. (2016). Task-Based Learning (TBL) and Cognition. *An E-Journal of Teacher Education and Applied Language Studies. E-TEALS no. 7, 109-124.*

URL:https://www.researchgate.net/publication/320847073_TaskBased_Learning_TBL_and_Cognition

6. D. C. Phillips. (2014). Jean Piaget. Education Is a Process Oriented to Moral and Intellectual Autonomy. *Encyclopedia of Educational Theory and Philosophy, Volume 2, pp. 623-628. Los Angeles: Sage, 1-15.*

URL: https://www.researchgate.net/publication/282705581_Piaget_Jean

7. David Gortaire Díaz, Nelly Ley Leyva, Miguel Beltrán Moreno, Jeanelly Aguilar Parra, Erika Mora Herrera. The Impact of Task-Based Language Teaching on English as a EFL Learners' Speaking Proficiency and Motivation. *Ciencia Latina Internacional. Ciencia Latina Revista Científica Multidisciplinar Mayo-Junio, 2023, Volumen 7, Número 3, 3796-3810.*

URL:<https://core.ac.uk/download/568527106.pdf>

8. David Little. (1991). Learner Autonomy. Definitions, Issues, Problems. *Authentic Language Learning Resources Ltd a campus company of Trinity College, Dublin, 2-60.*

URL:https://www.researchgate.net/publication/259874253_Learner_Autonomy_1_Definitions_Issues_and_Problems

9. David Little. (2007). Learner Autonomy: Drawing Together the Threads of Self-Assessment, Goal-Setting and Reflection. *The European Centre for Modern Languages of the Council of Europe, 1-3.*

URL:https://www.ecml.at/Portals/1/resources/Articles%20and%20publications%20on%20the%20ECML/Little_Learner%20autonomy.pdf

10. David Nunan. (2003). The Connection Between Autonomy and Communicative Teaching. *The English Centre University of Hong Kong. JALT2003 at Shizuoka. Conference Proceedings*, 7-15.

URL: <https://jalt-publications.org/archive/proceedings/2003/nunan.pdf>

11. David Nunan. (2004). Task-based Language Teaching. *University of Hong Kong. Cambridge University Press 2004. Typeface 9/11pt Sabon System QuarkXPress™*, 1-15.

URL: https://www.academia.edu/60617464/Task_based_language_teaching

12. Diane Larsen-Freeman. (2000). Techniques and Principles in Language Teaching. *Oxford University Press*, 2-189.

URL:https://www.academia.edu/34135093/Diane_Larsen_Freeman_SECOND_EDITION

13. Dave Willis and Jane Willis. (2009). Special Issue. Feature Article. *General Overview of Task-Based Language Teaching (TBLT). The Language Teacher 33.3*, 3-8.

URL: https://jalt-publications.org/sites/default/files/pdf-article/33.3_art1.pdf

14. Eka Amalia. (2018). Collaborative Learning: The Concepts and Practices in the Classroom. Collaborative Learning: The Concepts and Practices in the Classroom. *Institut Pesantren Kiyai Haji Abdul Chalim (IKHAC), Mojokerto*, 2-10.

URL:https://www.researchgate.net/publication/328464383_Collaborative_Learning_The_Concepts_and_Practices_in_the_Classroom

15. Henry Holec. (1981). Autonomy and Foreign Language Learning. *Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe)*, 1-3.

URL:https://www.ecml.at/Portals/1/resources/Articles%20and%20publications%20on%20the%20ECML/Little_Learner%20autonomy.pdf

16. Jane Willis. (1996). A Flexible Framework for Task-Based Learning. *An Overview of Task-Based Framework for Language Teaching*.

URL:https://www.academia.edu/30503745/A_flexible_framework_for_task_based_learning_An_overview_of_a_task_based_framework_for_language_teaching

17. John Thurman. (2007). Topic Choice Influence on Language Output in Task-Based Language Teaching. *JALT2007 Conference Proceedings. Challenging Assumptions. Looking In, Looking Out, 110-123*.

URL:https://www.academia.edu/77857840/Topic_choice_influence_on_language_output_in_task_based_language_teaching?uc-sb-sw=6221644

18. Maria Vorobel. (2021). Ефективність Технології Task-Based Learning в Розвитку Мовленнєвих Навичок Студентів при Вивченні Англійської Мови. *Львівський Державний Університет Фізичної Культури Імені Івана Боберського. Міжнародний Науковий Журнал «Грааль Науки» №1, 349-356*.

URL:https://www.researchgate.net/publication/349713947_EFEKTIVNIST_TEHNOLOGII_TASKBASED_LEARNING_V_ROZVITKU_MOVLENNEVIH_NAVICOK_STUDENTIV_PRI_VIVCENNI_ANGLIJSKOI_MOVI

19. Marion Williams, Robert Burden. (1997). Motivation in Language Learning: A Social Constructivist Approach. *ISSN 0248-9430. University of Exeter. Les Cahiers de l`APLIUT Année 1997, 19-27*.

URL: https://www.persee.fr/doc/apliu_0248-9430_1997_num_16_3_1201

20. Mohammad Shariq. Feedback and Speaking Skills in Task-Based Language Teaching: Proposed Corrective Measures for EFL Learners. *The Asian ESP Journal, 232-248*.

URL:https://www.academia.edu/43262630/Feedback_and_Speaking_Skills_in_Task_Based_Language_Teaching_Proposed_Corrective_Measures_for_EFL_Learners

21. Nallan Chakravarthi Kiranmayi. (2012). Rethinking the Methodology Used in Developing Reading Skill in Omani Students of a Design College. *International Review of Social Sciences and Humanities Vol. 4, No. 1 (2012), 25-32.*

URL:https://www.researchgate.net/publication/260708141_Rethinking_the_Methodology_Used_in_Developing_Reading_Skill_in_Omani_Students_of_a_Design_College

22. Nargiza Nuralieva, Zhao Wei, Kiran Fazal. (2023). Academic Adaptation and Autonomy in Learning Environments: Investigating Challenges, Support Systems, and Effective Teaching Approaches. School of Education, Shaanxi Normal University, China. *Journal of Psychology and Political Science, 1-12.*

URL:https://www.researchgate.net/publication/370019716_Academic_Adaptation_and_Autonomy_in_Learning_Environments_Investigating_Challenges_Support_Systems_and_Effective_Teaching_Approaches_for_International_University_Students_at_Bucheon_University_in_Tashkent

23. Olena Ostafiychuk. (2023). Task-Based Teaching for IT Students` Communication Enhancement. Foreign Languages Department, Petro Mohyla Black Sea National University. *Науковий Вісник Вінницької Академії Безперервної Освіти. Серія «Педагогіка. Психологія», Вип. 3, 2023, 79-84.*

URL: <file:///C:/Users/User/Downloads/12.pdf>

24. Peter Skehan. (2003). Review article. Task-based Instruction. King`s College, London, UK. *Cambridge University Press, 1-14.*

URL: https://www.academia.edu/22933194/Task_based_instruction?sm=b

25. Phil Benson. (2012). Autonomy in Language Learning, Learning and Life. *Hong Kong Institute of Education, Hong Kong. Synergies France n° 9 – 2012, 29-39.*

URL: <https://gerflint.fr/Base/France9/benson.pdf>

26. Rod Ellis. (2003). The Methodology of Task-Based Teaching. *Foreign Language Education Research Special Issue No. 4*, 79-101.

URL: https://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf

27. Sara Coterall. (2000). Promoting Learner Autonomy Through the Curriculum: Principles for Designing Language Courses. *ELT Journal Volume 54/2 April 2000* © Oxford University Press 2000, 109-117.

URL: https://www.researchgate.net/publication/31211652_Promoting_learner_autonomy_through_the_curriculum_Principles_for_designing_language_courses

28. Sara Coterall. (2017). The Pedagogy of Learner Autonomy: Lesson from the Classroom. *Victoria University of Wellington, New Zealand. Studies in Self-Access Learning Journal*, 8(2), 102-115.

URL: https://www.researchgate.net/publication/318249993_The_Pedagogy_of_Learner_Autonomy_Lessons_from_the_Classroom

29. Sijbolt Noorda. (2013). Academic Autonomy as a Lifelong Learning Process for Universities. *Leadership and Governance in Higher Education, Volume No. 4, 2013*, 2-13.

URL: <https://leadproject.org/sites/default/files/201704/Academic%20Autonomy%20for%20Universities.pdf>

30. Svitlana Zhytska. (2014). Task-Based Language Teaching as an Effective Approach in Modern Methodology. *National Technical University of Ukraine "KPI"*.

URL: <http://interconf.fl.kpi.ua/node/1264>

31. Sojuangon Rambe. (2017). Communicative Language Teaching. *English Education Vol. 05 No. 2. July 2017*, 54-66.

URL:https://www.researchgate.net/publication/333846489_COMMUNICATIVE_LANGUAGE_TEACHING

32. T. Tin Dang. (2012). Learner Autonomy: A Synthesis of Theory and Practice. Petro Vietnam University. *The Internet Journal of Language, Culture and Society*, 52-67.

URL:https://www.researchgate.net/publication/298092439_Learner_autonomy_A_synthesis_of_theory_and_practice

33. Wieland Wermke and Maija Salokangas. (2015). Autonomy in Education: Theoretical and Empirical Approaches to a Contested Concept. *Nordic Journal of Studies in Educational Policy*, 1-6.

URL:<https://www.diva-portal.org/smash/get/diva2:892583/FULLTEXT01.pdf>

34. William Littlewood. (2004). The Task-Based Approach: Some Questions and Suggestions. *ELT Journal Volume 58/4 October 2004. Oxford University Press*, 319-326.

URL: file:///C:/Users/User/Downloads/CGG_Task_based_final.pdf

35. Xiaofeng Wang. (2014). Traditional Classroom vs E-learning in Higher Education: Difference between Students' Behavioral Engagement. *Harbin Institute of Technology, Harbin, China. International Journal of Emerging Technologies in Learning (iJET)*, 48-51.

URL:https://www.researchgate.net/publication/270069349_Traditional_Classroom_vs_E-learning_in_Higher_Education_Difference_between_Students'_Behavioral_Engagement

36. Youngkyun Baek and Sam Eisenberg. (2021). Learner's Autonomy in Task-based Language Teaching for Instructional Design Practices: A Literature Review. *International Journal of Advanced Science and Convergence. Volume 3, Number 4, December 2021*, 7-12.

URL:https://www.researchgate.net/publication/358396400_Learner's_Autonomy_in_Task_based_Language_Teaching_for_Instructional_Design_Practices_A_literature_review_Corresponding_author_Y_Baek

APPENDIXES

Appendix 1

Questionnaire at the beginning of the experiment

| Questions | Answers |
|--|---|
| Self-Directed Learning | |
| How often do you plan your own studying? | Never, rarely, sometimes, often, always |
| How comfortable are you with arranging your own learning goals? | Very uncomfortable, uncomfortable, neutral, comfortable, very comfortable |
| Problem-Solving | |
| How often do you try to do complicated tasks on your own before asking for help? | Never, rarely, sometimes, often, always |
| How confident are you in finding solutions to problems without assistance? | Not confident at all, slightly confident, moderately confident, confident, very confident |
| Group Work | |
| How often do you take part actively in group work? | Never, rarely, sometimes, often, always |
| How effective do you find group work for your own development? | Very ineffective, ineffective, neutral, effective, very effective |

| | |
|--|---|
| Motivation | |
| How motivated are you to do assignments without teacher`s control? | Not motivated at all, slightly motivated, moderately motivated, motivated, very motivated |
| How engaged are you in your English lessons? | Not engaged, slightly engaged, engaged, very engaged |
| Feedback | |
| How often do you look for feedback? | Never, rarely, sometimes, often, always |
| How often do you pay attention to your own learning process? | Never, rarely, sometimes, often, always |

Appendix 2

Lesson plan 1

| | | |
|---|--|----------------|
| Name: Anastasiia Yakovets | Date: 08.02.2024 | Week: 2 |
| Level: 2 | Type of Lesson: Practicing speaking | |
| Class Profile: The 8-C class is characterized by varying proficiency levels in English. Some students have basic knowledge, while others may struggle with confidence in using the language. However, the class dynamic allows for peer support and collaboration | | |
| Lesson Aims: Improve speaking skills on a topic "My dream job", vocabulary expansion. Main: To enhance students' speaking skills in the context of discussing career options through vocabulary expansion. Subsidiary: To foster interactive communication among students in groups, promoting autonomy and active participation during class discussions. | | |
| Outcomes for Students: By the end of the lesson, the students will develop improved speaking skills, expanded vocabulary related to professions, while also engaging in interactive group discussions to promote autonomy and active | | |

participation in the learning process. As a result, they will be better equipped to express their ideas confidently, communicate effectively, and collaborate with peers on topics related to career choices.

| | |
|---|--|
| <p>Anticipated Problems:</p> <ol style="list-style-type: none"> 1. Lack of participation; 2. Vocabulary limitations; 3. Pronunciation challenges; 4. Group dynamics. | <p>Solutions:</p> <ol style="list-style-type: none"> 1. Provide prompts to encourage all students to contribute to group discussions; 2. Provide vocabulary lists, visual aids, or context-based activities to help students expand their environmental vocabulary; 3. Help students with their pronunciation or ask their peers to take part in it; 4. Set clear expectations for group discussions, establish norms for respectful communication. |
|---|--|

Personal Objectives: To be more confident. To speak louder and make the environment friendly.

Materials: Visual aid, blackboard, worksheets, textbooks.

| Stage | Stage Aims | Timing | What the teacher does | What the students do | Interaction pattern |
|-------|------------|--------|-----------------------|----------------------|---------------------|
| | | | | | |

| | | | | | |
|-------------|--|-----------|---|---|--------------|
| Lead in | To present the topic by providing students with visual support related to the topic and the epigraph “A dream job fulfills your aspirations and provides satisfaction in your career.” | 5 minutes | The teacher shows the pictures and the epigraph on the board, so it is visible to everyone. | Learners should guess the topic by looking at the materials provided. They have to express their thoughts on it. | T-Ss |
| Warm -up | To spark interest in students and make them revise vocabulary and warm up before the worksheet. | 5 minutes | The teacher asks the question “Which dream jobs do you know?” and gives a picture as support. | Students should answer the question and recollect their knowledge on the topic. They may discuss it with each other if disagreements occur. After that, | Ss-Ss |

| | | | | | |
|---------------------|--|------------|---|---|-------------------------------------|
| | | | | one student writes down all of the answers on the board. Then someone summarizes everything in a couple of sentences. | |
| Vocabulary Practice | To give vocabulary practice before the main group task. | 10 minutes | The teacher presents the worksheets related to the topic. Students need to fill in the missing words. The teacher gives translations if needed before the task. | Students should do the task in a row and may have a debate if they don't agree on something. | T-Ss; Ss-Ss (if the debate starts) |
| Group Work | To summarize the lesson and practice students' autonomy. | 20 minutes | The teacher gives the hint to spark the interest and so students guess the subtopic. It is about their dream jobs. | Students should work in the assigned group and prepare the information needed for the task. | Ss-Ss |

| | | | | | |
|--------------|---|-----------|--|------------------------|------|
| | | | Then the teacher asks students to work in pairs or small groups, research, and prepare a presentation on a selected career option. | | |
| Feedb ack | To ask for the students' opinion on the lesson and give them marks. | 3 minutes | The teacher asks students to share their thoughts on the lesson and gives them marks. | Students give feedback | T-Ss |

Appendix 3

Lesson plan 2

| | | |
|---|--|----------------|
| Name: Anastasiia Yakovets | Date: 15.02.2024 | Week: 3 |
| Level: 3 | Type of Lesson: Cooperative Learning | |
| Class Profile: Mixed abilities, diverse interests, varying levels of English proficiency, generally engaged and cooperative. | | |
| Lesson Aims Main: Encourage discussion and reflection on career interests and aspirations. Subsidiary: Pair sharing and reflection on top career choices. | | |
| Outcomes for Students: Expanded awareness of the variety of job alternatives; Enhanced capacity to express preferences and ideas about job choices; Improved group conversation and pair-sharing abilities through cooperation and communication. | | |
| Anticipated Problems: | Solutions: | |

| | |
|--|--|
| <p>Some students may have problems with understanding;</p> <p>Students who are not confident may be distant.</p> | <p>Simple explanations;</p> <p>Encourage support and a friendly environment.</p> |
|--|--|

Personal Objectives: Fostering supportive environment.

Materials: posters, cards, textbooks, blackboard.

| Stage | Stage Aims | Timing | What the teacher does | What the students do | Interaction pattern |
|--------------|---|---------------|---|--|----------------------------|
| Lead in | To introduce the topic by providing students with visual support related to the topic and the epigraph "Exploring careers opens the | 3 minutes | The teacher shows the pictures and the epigraph on the board, so it is visible to everyone. | Learners should guess the topic by looking at the materials provided. They have to express their thoughts on it. | T-Ss |

| | | | | | |
|---------------------|---|-----------|--|---|----------------|
| | door to future possibilities .” | | | | |
| Warm-up | To activate prior knowledge and introduce the day's topic. | 3 minutes | The teacher asks, “What careers are you curious about?” and shows related images. | Students discuss their interests and share known information about various careers. One student writes down answers on the board, followed by a brief summary from another student. | T-Ss; Ss-Ss |
| Vocabulary practice | To familiarize students with key vocabulary related to career exploration . | 7 minutes | The teacher hands out worksheets with career-related vocabulary exercises. The teacher provides translations and | Students complete the worksheets and may discuss any disagreements or uncertainties with each other. | Ss-Ss |

| | | | | | |
|----------------------|--|------------|--|--|-------|
| | | | explanations as needed. | | |
| Research Activity | To develop research skills and gain in-depth knowledge about a new career. | 20 minutes | The teacher assigns each pair a different career to research, ensuring it's different from their previous choice. The teacher circulates, offering help and answering questions. | Students use handouts and laptops/tablets to research their assigned career, focusing on duties, job description, required education and skills, professional advancement. | Ss-Ss |
| Poster Creation | To encourage creativity and information synthesis through visual representation. | 15 minutes | The teacher provides supplies such as chart paper, markers, printed pictures, glue, and other art tools. The teacher shows examples of well-organized posters. | Students create graphic posters summarizing their research, incorporating creative elements and important information. | Ss-Ss |

| | | | | | |
|----------------------------|---|------------|---|---|---------------------|
| Presentations and feedback | To practice presentation skills and provide constructive peer feedback. | 10 minutes | The teacher facilitates poster presentations, ensuring each pair presents their findings. Feedback forms are distributed for peer review. | Each pair presents their poster, highlighting key findings and explaining their professional decisions. | Ss- Ss; T- Ss |
|----------------------------|---|------------|---|---|---------------------|

Appendix 4

Lesson plan 3

| | | |
|--|---|----------------|
| Name: Anastasiia Yakovets | Date: 21.02.2024 | Week: 4 |
| Level: 4 | Type of Lesson: Project-based learning | |
| Class Profile: Mixed abilities, diverse interests, varying levels of English proficiency, generally engaged and cooperative. | | |
| Lesson Aims Main: Provide opportunities for students to conduct research and present their findings effectively. Subsidiary: Encourage teamwork and communication skills through group work and peer presentations. | | |
| Outcomes for Students: Better knowledge and deeper understanding of the topic; Improved ability to gather, analyze, and present the information needed; | | |

| Improved ability to communicate and develop teamwork. | | | | | |
|--|---|---------------|---|--|----------------------------|
| Anticipated Problems: Unmotivated students; Time management. | | | Solutions: Assign roles and ensure equal participation; Plan activities beforehand and allocate time wisely. | | |
| Personal Objectives: Fostering a supportive environment and communication among students. | | | | | |
| Materials: posters, cards, textbooks, blackboard, paper, colored pencils, and the Internet. | | | | | |
| Stage | Stage Aims | Timing | What the teacher does | What the students do | Interaction pattern |
| Lead in | To introduce the topic of artistic careers and engage students with visual aids and an inspiring quote. | 5 minutes | The teacher displays pictures and the epigraph, “Art is not what you see, but what you make others see.” – Edgar Degas, on the board. | Learners guess the topic and express their initial thoughts based on the materials provided. | T-Ss |

| | | | | | |
|------------------------------|--|------------|--|--|----------------|
| Warm -up | To activate prior knowledge and introduce the day's topic. | 5 minutes | The teacher asks, “What artistic careers are you interested in?” and shows related images. | Students discuss their interests and share known information about various artistic careers. One student writes down answers on the board, followed by a brief summary from another student. | T-Ss; Ss-Ss |
| Resear ch activit y | To develop research skills and gain in- depth knowledge about various artistic careers. | 20 minutes | The teacher assigns each pair or small group a specific artistic career (e.g., singer, actor, dancer, visual artist, director, costume designer). The teacher provides handouts with guiding | . Students use handouts and laptops/tablets to research their assigned career, covering job duties, required abilities and skills, educational requirements, training programs, career advancement | Ss-Ss |

| | | | | | |
|-----------------|--|------------|--|--|-------------|
| | | | questions and circulates to offer help and advice. | prospects, related career paths, and the benefits and drawbacks of the career. | |
| Poster creation | To encourage creativity and information synthesis through visual representation. | 10 minutes | The teacher provides supplies such as chart paper, markers, printed images, glue, and other art tools. The teacher shows examples of well-organized posters. | Students create visual posters summarizing their research, incorporating creative elements and important information. They work collaboratively, sharing ideas and responsibilities. | Ss-Ss |
| Feedback | To practice presentation skills and provide constructive peer feedback. | 15 minutes | The teacher facilitates poster presentations, ensuring each pair or group presents their findings. Feedback | Each pair or group presents their poster, highlighting key findings and explaining their chosen career path. Classmates use | Ss-Ss; T-Ss |

| | | | | | |
|--|--|--|--|---|--|
| | | | forms are distributed for peer review. | feedback forms to provide constructive criticism on the presentation's accuracy, creativity, and clarity. | |
|--|--|--|--|---|--|

Appendix 5

Lesson plan 4

| | | |
|--|-------------------------|------------------------|
| Name: Anastasiia Yakovets | Date: 24.02.2024 | Week: 4 |
| Level: 4 | | Type of Lesson: |
| Class Profile: Mixed abilities, diverse interests, varying levels of English proficiency, generally engaged and cooperative. | | |
| <p>Lesson Aims</p> <p>Main: Improvement of students' comprehension of the evolution of work and its effects on society through investigation.</p> <p>Subsidiary: The aim is to enhance students' research and critical thinking abilities by examining several vocations from the past, contemporary, and prospective future.</p> | | |
| <p>Outcomes for Students:</p> <p>Students will develop and refine their research skills by investigating;</p> | | |

Students will enhance their communication and presentation skills through the creation and presentation;

Students will improve their ability to work collaboratively in small groups, share ideas, and complete tasks together.

| | |
|---|--|
| <p>Anticipated Problems:</p> <p>Not enough resources;</p> <p>Unequal participation;</p> <p>Time management issues.</p> | <p>Solutions:</p> <p>Make sure that all necessary things are present and used;</p> <p>Assign specific roles and monitor the groups;</p> <p>Outline the time clearly and plan the lesson beforehand.</p> |
|---|--|

Personal Objectives: Enhance Instructional Strategies.

Materials: posters, cards, items, blackboard.

| Stage | Stage Aims | Timing | What the teacher does | What the students do | Interaction pattern |
|--------------|---|---------------|--|--|----------------------------|
| Lead in | To introduce the topic "Jobs throughout history" and engage | 5 minutes | Displays pictures representing different historical eras and the epigraph "A | Guess the topic based on visuals and discuss their thoughts on dream jobs. | T-Ss |

| | | | | | |
|---------------------|---|------------|--|--|----------------|
| | students with the concept of dream jobs. | | dream job is one that fulfills your aspirations and provides satisfaction in your career." | | |
| Warm up | To stimulate interest and revise vocabulary related to different historical ages. | 5 minutes | Asks students to share thoughts on different historical eras and introduces the concept of "time travel" stations. | Discuss historical eras and share knowledge. Participate in the "time travel" stations activity. | T-Ss; Ss-Ss |
| Vocabulary practice | To reinforce vocabulary before the main group task. | 10 minutes | Presents worksheets related to the topic for vocabulary practice. Offers translations if needed. | Complete the worksheet and engage in discussion or debate if necessary. | T-Ss; Ss-Ss |
| Group work | To promote autonomy and creativity in | 20 minutes | Provides a hint to spark interest and asks students to | Work in groups to research and prepare a presentation on a | Ss-Ss |

| | | | | | |
|----------|--|-----------|--|---|----------------|
| | summarizing the lesson. | | guess the subtopic. Assigns groups to research and prepare a presentation on a selected career option. | chosen career option from different historical eras. Present their findings to the class. | |
| Feedback | To gather students' opinions on the lesson and provide feedback. | 5 minutes | Asks students to share their thoughts on the lesson and provides feedback. | Students share feedback. | T-Ss; Ss-Ss |

Appendix 6

Post-Implementation Survey (After TBLT)

| Questions | Answers |
|---|---|
| Self-Directed Learning | |
| How often do you plan your studying after the TBLT lessons? | Never, rarely, sometimes, often, always |
| How comfortable are you with arranging your own learning goals? | Very uncomfortable, uncomfortable, neutral, comfortable, very comfortable |
| Problem-Solving Skills | |
| How often do you try to do complicated tasks on your own before asking for help after TBLT? | Never, rarely, sometimes, often, always |
| How confident are you in finding solutions to problems without assistance? | Not confident at all, slightly confident, moderately confident, confident, very confident |
| Group work | |
| How often do you take part actively in group work after the TBLT lessons? | Never, rarely, sometimes, often, always |
| How effective do you find group work for your own development after TBLT? | Very ineffective, ineffective, neutral, effective, very effective |
| Motivation | |

| | |
|---|---|
| How motivated are you to do assignments without teacher`s control after TBLT? | Not motivated at all, slightly motivated, moderately motivated, motivated, very motivated |
| How engaged are you in your English lessons after TBLT implementation? | Not engaged, slightly engaged, engaged, very engaged |
| Feedback | |
| How often do you look for feedback after TBLT lessons? | Never, rarely, sometimes, often, always |
| How often do you pay attention to your own learning process after TBLT? | Never, rarely, sometimes, often, always |

Appendix 7

Table 1: Level of autonomy before implementing TBLT

| Level | Students | Calculations |
|-------|----------|--------------|
| High | 4 | 36.36% |
| Low | 7 | 63.64% |

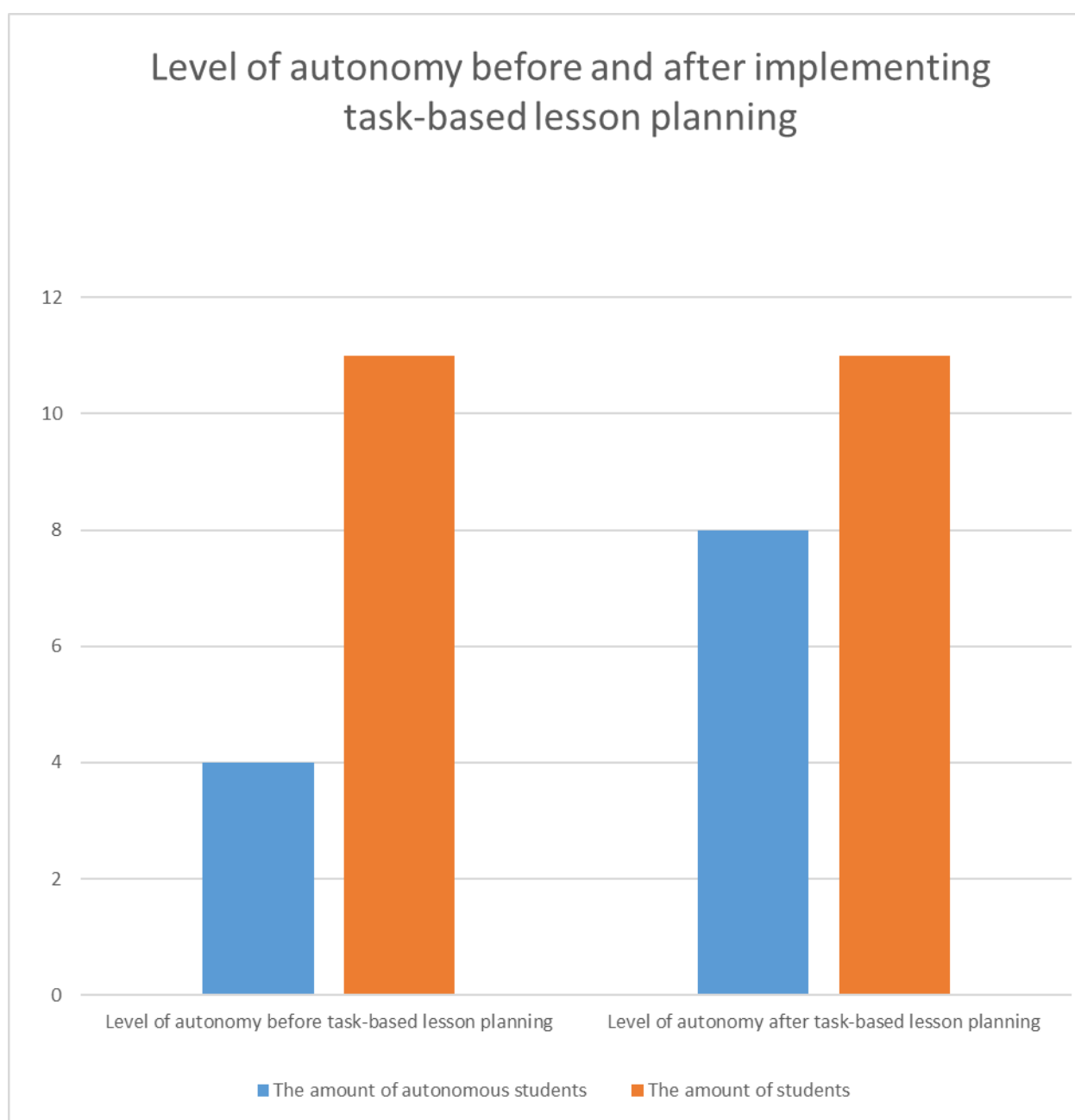
Appendix 8

Table 2: Level of autonomy after implementing TBLT

| Level | Students | Calculations |
|-------|----------|--------------|
| High | 8 | 72.73% |
| Low | 3 | 27.27% |

Appendix 9

Diagram



Appendix 10

My survey is based on objectives:

| Objective | Findings |
|---|--|
| Influence of TBLT on Learner Autonomy | A significant proportion of students reported regularly or always organizing their study schedule and feeling comfortable setting learning goals after TBLT implementation, which positively impacts learner autonomy. |
| Relationship Between TBLT and Academic Achievements | Comparing students' confidence levels in problem-solving before and after TBLT implementation revealed a greater proportion of pupils indicating self-assurance in resolving issues independently after TBLT adoption, suggesting a favorable correlation between academic success and TBLT. |
| Efficacy of TBLT Compared to Traditional Teaching Methods | A larger percentage of students rated group work as beneficial for their learning. It showed higher levels of motivation and involvement after TBLT implementation compared to traditional methods, indicating the superiority of |

| | |
|---|--|
| | TBLT in improving student learning experiences. |
| Changes in Student Behavior and Motivation During Transition from Traditional to TBLT | A discernible rise in the proportion of students asking for feedback on their work and considering how much they have learned was observed following TBLT adoption, indicating a favorable shift in student behavior and motivation, which signifies the effectiveness of TBLT in promoting a more independent and stimulating learning environment. |