

Task-Based Language Teaching

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Annotation: This article provides information about Task-Based Language Teaching, (TBLT) is a communicative approach to language teaching which interests and engages the learners. Instead of focusing on grammar rules and vocabulary lists in isolation, TBLT prioritizes meaningful communication and problem-solving in real-world contexts. The task is completed by the students using the existing language skills and it is divided into three stages: pre-task, task itself and post-task.

Keywords: Tasks, meaningful, communication, interaction, learner-centered, authenticity, negotiation of meaning.



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I. INTRODUCTION

Students can learn a new language in a creative and fun way using task-based language learning, or TBLT. Because it involves students in the learning process, this type of teaching is increasingly common in classrooms around the world. TBLT differs from conventional learning approaches in that it does not focus on language goals such as vocabulary, grammar, and pronunciation. If the information is in one place, such as online or in a magazine, or with a shop assistant or tourist information officer, communication is used in TBLT to bridge the information gap. In order to understand the material, the learner must communicate in the target language. The transfer of information is the final stage of problem solving, so the key to success is not learning language features, but completing the task.

TBLT Course Schedule

Task-based and task-supported learning programs are two main categories. Assignments serve as the basic units of a task-based course syllabus. Tasks are the basis for both the curriculum and assessment, and the syllabus arranges the tasks in the syllabus in a specific order. Although Assignments are not a core unit, Assignments are an important component of curriculum design in supported courses. Grammar, vocabulary, etc. can be the main unit of study here[1].

Although the emphasis is on meaning, TBLT can provide an opportunity to focus on language. How so? The teacher can record errors and later use the most common errors to create "outcome goals" for the class. Corrective feedback can also be provided during the task. The term task-based learning (TBL) refers to a method of teaching and learning that sees the improvement of language

skills in natural, functional and practical contexts as a result of performing meaningful tasks through authentic communication. In the process of learning the language, students are given practical tasks. These things can be planning a tour, going to the doctor, or talking to someone. Language is not pre-emphasized, since the main criterion for assessment is not the correctness of the prescribed language forms, but the outcome of the task. For this reason, TBLT is particularly popular for improving learners' confidence and target language proficiency[2].

II. LITERARY REVIEW AND METHODOLOGY

Bygate states that there are three main ways of implementing TBLT: (a) a task-based approach, where, according to Bygate, "the program is structured in terms of a sequence of tasks with learning and teaching processes central to all the units taken; created not by an initial selection of language priorities but directly from the tasks themselves (b) a task-based approach where tasks are used to describe the skills that language learners should develop at the end of the course. He discusses the needs analysis, the three-step process (pre-task, on-task, and post-task), the discovery-based component, and the project-based nature of task-based learning and development (TBLT).) as key components of task-based approaches. Finally, Bygate emphasizes the need for a symbiotic relationship between practice and research while reviewing recent discoveries in TBLT research from cognitive and social-cognitive perspectives[3].

The tasks are very different, but they all have a few things in common.

Instead of repeating and reading, they should focus on understanding and meaning. There should be a clearly defined outcome to assess the effectiveness of the assignment and student success. For example, the task may be to book a transport ticket over the phone. A successful ticket booking will be the result in this case. In the final analysis, there must be a gap between student performance and teacher instruction. Finally, allowing students to choose and use the materials they feel they need to complete the work can have very positive results. Remember, this doesn't mean pull out your phone and using Google Translate.

Focus more on the whole process than the end product

Learning is a process, that's a fact. Teachers should provide students with resources, advice, and encourage them to use their prior knowledge and life experiences. A multiple-choice test score is not produced using this system. Success in assignments and, ultimately, success with the language in the real world depends equally on each step of the process.

III. RESULTS

The first four questions of the survey provided information on participant characteristics. The data showed that participants had a range of qualifications to teach EAP: 57% of respondents had a master's degree and 60% of respondents had a bachelor's degree. However, it was not clear whether these skills were exclusive to EAP or to additional language teaching in general. Table 1 summarizes the educational level of the participants.

Table 1 Educational Qualifications [n= 42]

Response	Percentage	Count
Doctoral degree	12	2
Master's degree	57	23
Diploma	5	2
Certificate	25	9
Bachelor's degree	55	6

In the broader survey, 42 out of a total of 217 participants were found to be working in an EAP environment. These 42 people are the main subjects of the study. In addition to three international participants, six regions participated in the survey. British Columbia and Alberta came in second and third with 17% and 12% of total respondents, respectively, with half of the respondents coming from Ontario[4]. The locations of the participants' teaching practice are summarized in Table 2.

Table 2 Location of Teaching Practice [n=42]

Response	Percentage	Count
Nova Scotia	2	2
Prince Edward Island	5	2
Ontario	50	27
Manitoba	8	4
British Columbia	17	7

Finally, demographic data results indicated that participants ($n = 42$, $M = 15.6$, $SD = 9.1$, range = 2–35) had taught EAP for an average of 16 years[4].

The data indicated that the participants' understanding of TBLT was unclear, and the problem of students' incorrect assumptions also arose. You [teachers] have to go through a lot of stress and moaning and groaning, and you have to be very clear about what the students are learning from it and why you're doing it, said one participant. It was also suggested that some students would like language activities in the workbook or fill-in-the-blank exercises because they have right and wrong answers.

IV. DISCUSSION

The main purpose of this study was to determine the frequency and perceived appropriateness of TBLT in EAP classrooms, as well as examples of effective Task-Based Language Teaching activities and ways to consider the advantages and disadvantages of EAP teachers, from the perspective of Employee Assistance Program practitioners working in Canada. TBLT. Task-Based Language Teaching is widely used in practice and, according to survey participants, is considered appropriate for teaching EAP. Eighty-six percent of them said Task-Based Language Teaching was appropriate for teaching Employee Assistance Program, and 69 percent said they used TBLT activities in DTP training. These results suggest that individuals working in an Employee Assistance Program environment accept Task-Based Language Teaching[4]. Most of the participants used Task-Based Language Teaching methods with their students despite concerns that they may not meet student expectations, take too much time, or require too much training. These findings also help address some of these concerns. However, a small number of respondents said they rarely used Task-Based Language Teaching activities, and 14% had mixed feelings about the use of TBLT. Participants who stated that “many of our curricula do not support task-based learning” and “their current curriculum does not support it” suggested that curriculum or programming limitations may be a factor. they offered[4]. Ellis noted that some learning situations, perhaps similar to those of the participants, may make TBLT difficult to apply. These results mean that participants may not be able to choose the content of their courses or that the administration may provide them with a course curriculum[5]. The Canadian context, despite impressions to the contrary, maintains cultural norms and expectations that may not create a welcoming environment for Task-Based Language Teaching[6].

V. CONCLUSION

Based on the data collected, the participants believe that Task-Based Language Teaching is an appropriate method for teaching Employee Assistance Program because it helps students acquire language and skills in real settings. Students use the appropriate language to achieve the goal, which increases the authenticity and relevance of the learning process. To further promote TBLT in EAP teacher education and professional development opportunities, in addition to the expanded availability of EAP resources with information on TBLT, more attention could be paid to what Task-Based Language Teaching actually entails in the Employee Assistance Program classroom.

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