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Task-Based Language Teaching

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Section One
Introduction

Task-Based Language Teaching (TBLT) refers to the use of tasks as the core unit of planning and instruction in language teaching.Tasks have always had an important place in language teaching long before task-based language teaching appeared on the scene. For example, debates are popular and a debate is a kind of task. A motion is framed tasks such as these provide opportunities for students to practise communicating. The idea is to encourage students to make free use of the English they have learned without bothering about being linguistically correct in other words, when tasks are used in this way, the focus is on fluency and language use rather than accuracy and language learning.

This study aimed to present the challenges that teachers may encounter while implementing tasks in their practices and how teachers can best address them in order to ensure the effectiveness of tasks. Another aim of this study, shows teacher and learner roles in task-based language teaching. Additionally, it aimed to provide task-based language teaching as a powerful approach for maximizing, language learning and teaching.

Task-based language teaching has been defined as "an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes" (Van den Branden 2006).

The study consists of four sections. Section one is about introduction. It presents a brief background about the topic and the goal of the study .Section two is devoted to literature review about the study, these topics are explained: Background of task-based language teaching, the definition of task, Characteristics of task-based language teaching, benefits and challenges of task-based language teaching, teacher and learner roles in task-based language teaching and principles of task based method and Importance of Task Based Language Teaching. Section three is about reflection and researchers' experiences about the topic then conclusion in chapter fours are presented. The study ends up with a list of references.

Section Two
Literature Review

Background of Task-Based Language Teaching:

The Task-Based perspective on language teaching, which is based on the constructivist theory of learning and communicative language teaching methodology, has emerged in response to some limitations of the conventional PPP approach, represented by the process of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1991). As a result, it has the important significance that language learning is a developmental process that improves communication and social interaction rather than a product internalized by practicing language items and that learners master the target language more effectively when exposed to meaningful task-based activities in a natural way. This perspective on language learning gave rise to the proliferation of numerous task-based techniques in the 1980s .Furthermore, in the 1990s, it evolved into a comprehensive structure of communication classrooms in which learners perform task-based activities through cycles of pre-task preparation, task performance, and post-task feedback via language focus. (Skehan, 1996). ; Willis, 1996). Apparently, as Ellis (2003) points out, task-based language teaching has recently been revisited from different perspectives covering oral performance, writing performance, and assessment Prabhu was the first person to use a task-based approach when teaching a second language. In 1982, he published the Bangolore research report and developed the idea of a task-based approach (Wei, 2004). The task-based approach is maturing alongside the researchers who use it because they have internalized experience from language research, language learning research, and foreign language acquisition research. Researchers in the field of language teaching greatly appreciated and recognized its functions and value in constructing learner-centered classrooms and language learning contexts, providing learners with the opportunity to communicate and interact, enhancing learners' ability to deploy the target language, and identifying communicative issues (Lin, 2009).Since the 1980s, the task-based approach has received a growing amount of attention in the field of teaching foreign languages. Language is viewed as a communication tool by this learner-centered approach .According to Lin (2009), a task-based approach aims to provide learners with opportunities to master language in both writing and speaking through learning activities that engage students in the natural, practical, and functional use of language for meaningful purposes .Even though tasks are used a lot in language pedagogy, there are still a lot of problems with making good task-based syllabi and natural task-based materials. These two things have been considered important ways to find out how effective TBLT is in communicative classrooms. According to Jeon and Hahn (2005), many SLA researchers are currently shifting their focus from conceptualizing tasks to arranging and carrying out tasks by observing the practical efficacy of TBLT methodology in classroom practice.

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Definition of a task:

• Task is "an activity or action which is carried out as the result of processing or understanding language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative . . . since it provides a purpose for classroom activity which goes beyond practice of language for its own sake".

• Task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form. (Nunan, 1989, P.10)

• Task is An activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. (Willis, 1996 ,P.23)

• Tasks primarily focus on meaning and resemble real-life situations. Since tasks are goal-directed activities, participants decide which language forms to use to achieve the goal. (Skehan, 1996, P.12)

Characteristics of Task-Based Language Teaching:

Task-Based LanguageTeaching focuses on the use of authentic language through meaningful tasks such as a following:
1-The majority of activities in instructed language acquisition should focus on meaning rather than vocabulary and include natural or naturalistic language use.
2-Instead of being teacher-centered, instruction should foster learner-centeredness.
3-Engagement is crucial to encourage the internalization of formal linguistic aspects while maintaining the perceived benefits of a natural approach because completely naturalistic learning does not typically result in target-like accuracy.
4-The easiest way to achieve this is by giving students the chance to focus on the form, which will draw their attention to linguistic elements as they appear incidentally in sessions with a main focus on meaning or communication.
5-Tasks that require communication are particularly well suited as tools for this method.
6-Pre- or post-task language learning that is more formal may be advantageous. By encouraging or enhancing familiarity with formal qualities throughout conversation, this may help withinternalization.

Benefits and challenges of Task-Based Language Teaching:

Task-based language teaching has the following benefits and challenges:

1-The potential for natural learning within the framework of the classroom is provided .

2-It prioritizes, meaning over form, yet it can also place an emphasis on learning form.

3-It provides students with a rich input of the target language.

4-It has internal motivation.

5- It adheres to a learner-focused educational paradigm while simultaneously allowing for instructor input and direction.

6-It aids in increasing verbal fluency while keeping accuracy in mind.

7-It can be used in conjunction with a more conventional strategy.

Although task-based approach presents many benefits to aid foreign language learning, it is not without some obstacles and challenges. According to Hatip (2005), some challenges of task-based approach are as follows:

8- The drawbacks of task-based learning rely not so much on the potential powerfulness of this type of instructional content but on problems of conducting the instruction.

9- Task-Based Teaching involves a high level of creativity and dynamism on the part of the teacher. If the teachers are restricted to more traditional roles or do not possess time and resources to provide Task-Based Teaching; this type of teaching may be impracticable.

10- For task-based learning, sources beyond the textbooks and related materials that are usually offered in foreign language schools are needed.

11- Due to the fact that Task-Based Language Teaching differs from what many students anticipate and desire from a language class, some students may initially reject it or object to it.

12- When faced with a challenge or when the group exhibits intolerance, some learners turn to their native language.

13- Some people improve their communication skills by miming and using gestures, for example, but they manage to get by using only uncommon words and phrases and rely on others to provide the more complex English they require.This may give rise to the fossilization of those individuals prior to improving very far in the syntax of the target language.

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Teacher and learner roles in Task-Based Language Teaching:

There are three main responsibilities that a language teacher should fulfill in order to perform Task-Based Language instruction in the foreign language classroom:

1) Task selector and sequencer;
(2) prepare students for the tasks;
 (3) Raising awareness.

In relation to the role of the first teacher, it should be emphasized that the language teacher actively chooses, adapts, and designs tasks and then builds these tasks to meet the needs, expectations, interests, and language skill levels of the learner. In relation to the second teacher's role, language learners benefit greatly from pre-task training. Topic introduction, task instructions, assisting students in learning or recalling helpful words and phrases to facilitate task completion, and partial task process display are examples of these training activities. Regarding the third teacher role, it can be emphasized that the teacher employs a variety of form-focusing strategies, including pre-task activities that focus students' attention, reading the given text, guided exposure to similar tasks, and the use of highlighted material (Richards and Rogers, 2001).
The following are the three primary responsibilities of a language learner who is exposed to task-based language instruction in the foreign language classroom:
 1) A member of the group;
 2) Observe; and thirdly, an innovator
 3) Risk-taker.

In relation to the first learner role, it is possible to indicate that the students carry out a number of tasks individually or in small groups. For students who are more accustomed to whole-class activities and/or individual work, pair or group work may require some adaptation. In relation to the second learner role, it should be emphasized that tasks are used in Task-Based Teaching to facilitate the learning process. Activities in the classroom should be planned so that students can observe how language is used in communication. Learners should "attend" to the message in task work as well as the format in which it is typically presented. In relation to the third role of the learner, it can be stated that many tasks will require learners to generate and elaborate on messages for which they lack complete linguistic resources and prior experience. In point of fact, this is said to be the purpose of such assignments. According to Richards and Rogers (2001), it may be necessary to improve the skills of making guesses based on linguistic and contextual clues, seeking clarification, and consulting with other students.

Task-Based Language Teaching as a powerful approach for maximizing language learning and teaching:

Task-Base approach is the powerful and advancing learning method. It promotes learning language knowledge and training skills in the process of performing tasks. Teachers are both instructors and guides. Similarly, learners are both receivers and main agents. It is a via TBLT that learners will master how to make full use of their own communicative abilities to shift from LI to target language. It presents the chance for them to learn cooperatively and activates their probable abilities to employ and deal with the target language in a professional way.

A teaching strategy known as a Task-Based approach structures language instruction by utilizing tasks as its primary pedagogical tools. The idea that a task-based approach is a clear improvement of Communication Linguistics because they share similar teaching principles is supported by its proponents. To illustrate, they both acknowledge that real-world communication activities dominate language learning; They both acknowledge that language use in meaningful tasks can aid in language learning; They both acknowledge that the language that students find meaningful can facilitate learning (Willis, 1996).The task-based approach is a powerful and advanced learning method. It promotes the learning of language knowledge and Practice skills while performing tasks. The teacher is both a guide and a guide. Likewise, learners are both the receiver and the main agent. Through TBLT, learners will learn how to effectively use their capital .Communication skills to switch from L1 language to target language. It's an opportunity for them to learn cooperatively and enable professional use and processing of the target language (Lin, 2009).As Larsen-Freeman (2000) argues, because language learners attempt to complete a task, they have many opportunity to interact with their peers. It is this interaction that is believed to facilitate language acquisition in which Learners should try to understand themselves and present their own meaning. As a language teacher teaching English as a foreign language to EFL learners of Turkish, I work task-based approaches that provide learners with a natural context for language use can provide fruitful information about the target language learners improve their ability to communicate effectively and maximize.

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Principles of Task Based Language Teaching:

Task-Based Language Teaching is an approach to teaching a foreign language which developed from communicative language teaching approaches:

1. Making errors is natural and is considered as a part of the process in acquiring the target language.

2. Exposure to comprehensible input is crucial.

3. Teaching tasks facilitating learners to engage in interactions are essential.

4. Learners need to be encouraged to produce the target language as

producing the target language facilitates learning.

5. The choice of teaching and learning tasks and content should be based on learner age.

6. Focus on form is necessarv.

7. Second language teaching and learning pace should be made

reasonable for both learners with higher and lower aptitude.

8. Language learning tasks should be varied to cater for the needs

for both extrovert and introvert learners.

9. Teaching tasks should arouse and maintain learners' learning motivation.

10. Teaching and learning processes should foster motivation and

minimize learner anxiety.

Advantages of Task-Based Language Teaching:

Motivation Learners are highly motivated to participate in tasks and activities included in this approach.

Cooperation Learners have to work together in groups which encourages them to cooperate.

Meaningful Interaction They will also grow accustomed to producing meaningful interaction when working in groups.

Experience The approach also focuses on the previous knowledge and experience of learners.

Exploration With this approach, learners can explore the new features of the language they are learning.

Disadvantages of Task-Based Language Teaching:

Appropriateness For certain types of students (those studying for examinations, elementary lamers etc.), TBL is often not seen as appropriate because it demands little focus on accuracy and requires language skills above the level of many. Grading the task may help but may not entirely meet these criticisms.

One-size-fits-all Tasks are usually set to whole classes. They may not interest all the students so the advantages or nersonalsation and motivation are lost.

Language form The teaching of language form is problematic. If it comes at the outset (see Procedure 1), it may not be relevant to what emerges as the task is tackled. If it comes at the end, there is a sense that the cart is before the horse because learners will feel frustrated at only later being taught the language they need. Avoiding both these drawbacks requires highly skilful, proactive and reactive teaching.

Input This is a key criticism. Task-based laming requires learners to use language, certainly, but it is language they already know. If the learners receive little or no input on which they can work, how is any learning to be achieved? Swan (2005) put it this way: I suggest that naturalistically-biased approaches are, in important respects, pedagogically impoverished, favouring the development of what is already known at the expense of the efficient teaching of new language.

Learner styles The approach appeals in particular to learners whose preferred style involves being active and getting things done. More reflective, more form-focused and less confident lamers may not benefit from the opportunities to negotiate outcomes in the same way, if at all.

Learning It is not clear in many TBL lessons that real learning of new language is taking place. Learners may simply be deploying language they already command. Practice is happening; learning

Section Three
Experiences and Refleetion

This section is devoted to show the researchers' experiences and reflections on the road to the subject matter (Task based language teaching). So first we try to show our experiences and describe the classes that we attended in the past in relation with our project title. While in second part is about the reflection of the study on our experiences.

3.1 Experiences

Task Based Language Teaching (TBLT) is an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. TBLT seeks to develop students interlanguage through providing a task and then using language to solve.

We as students during the university academic life we had some lesson that the teacher gave as so many tasks, one of the lesson that teacher was gave as a task to watching a video it improves our listening skill then we were dicuss in the class it was usefull for us becaus we learned to how to search and how to discuss .

Then we had another teacher he told as that we must did the presntation and it was a free topic we were free to choice a topic and it was usefull for us to searching and promoted the intention of self-teaching we thaught ourselfs then we were present out topic.

And when we came to applicant we learned that giving a task for students like a game it promote the students activity becaus it is more interest for the students and also we learned that dividing students to grups to doing activites it provide a students need becaus sometimes the teacher give not a clear instructon for the students giving task like a grupe it makes students learn more because working with groups makes different conversations between students and changing their ideas at that time they learn new words from each other and learn the meaning of words.

3.2 Reflection

It could be argued that TBL emphasizes too much on tasks and communicating meaning and this could have an impact on how to use the language with the correct form." Performing tasks is not enough to develop communication skills completely and successfully. TBL could have some dangers if it is not executed correcty and could result in affecting the growth and change of the language learners interlanguage.It may cause barriers in language learning.When we went to school, we noticed that teachers often give students individual duties to do but it's not really a good way because this style makes students bored and don't like the task That's why we prefer the task to be active and motivation for students to have the desire to do, for example, performing the task in the form of a group work pair work that makes the student active to perform.Throughout our research, we have learned what the role of teachers and students will be in TBLT. And we've learned that we can't use one kind of task to teach languages, how many different kinds they have to use. TBLT has its own benefits except for the benefit of language teaching that provides a good and active environment for students to be more interested in learning.Students tend to be active and participate with great motivation towards tasks and activities in a TBL environment. It offers a platform for students to display their skills through their efforts and develops them further.Task-Based Language teaching in our opinion is an important approach for learning becaus of the following resons:

Task is an important approach to improving speaking skill for example when teacher tell the students to doing the presentation it makes students to promote their confidence,it let them to learn pronounciation and to learn a sminars and debates.Task is a useful approach to improving reading skill for example when teacher give a task for students to reading a short store.Task is an important approach to improving writing skill for example when teacher give a task for students to writing an essay at home, it let the students to check the dictionary and learn the techniqucs of writing.Task is a useful approach for improving listening skill for example when teacher give a task for students to watching video.

And also in our opinion Task-Base Language Teaching is a powerful approache for learning becaus of the following reasons:

It encourages students for searching on internet for a new vocabulary and also learning how to listen throw watching videos.Task promotes the intention of self-teching, students learn by them selfs without any instructor. Task teach the students to became more patient about learning, it is not spoon-feeding the students.Task is a powerfull approach for remmembering and recollectionstudents do not forget it becaus the taught by them self. When teacher give a task for students an tell them to do it pair-work and team-work it raises the sense of motivation.We belief that Task-Base Teaching is not always a powefull approach sometimes it fails and it have a negative side becaus sometimes when teacher give a task for students they cheat on the teacher and the do not it by themselves.Students sometimes cope-past from internet it happen when teacher tell them to write an essey.When teacher make the students to be a grupe and gives them a task most of the times clever students do the whole task, at that time the teacher should ask them an individual question.

Section Four
Conclusion

In conclusion, this study highlights the importance of task-based language teaching (TBLT) as an effective approach for maximizing language learning and teaching. Although tasks have always had a significant role in language teaching, TBLT emphasizes the use of tasks as the core unit of planning and instruction. Through a comprehensive literature review, the study has presented the background, definition, characteristics, benefits, and challenges of TBLT. Moreover, the study has also discussed the teacher and learner roles in TBLT and the principles of task-based method.

The literature review conducted in this study highlights the various benefits of TBLT. For instance, TBLT can improve students communication skills, increase their motivation and engagement, promote their autonomy and creativity, and enhance their intercultural competence.Additionally, TBLT can create a supportive learning environment that encourages collaboration and cooperation among learners.

Furthermore, the study has presented the challenges that teachers may encounter while implementing tasks in their practices and has provided suggestions on how to address these challenges. The reflection and experiences shared by the researchers further emphasize the importance of TBLT and its effectiveness in language learning and teaching.
the study emphasizes that task-based language teaching (TBLT) is an effective approach to language teaching, which involves the use of tasks as the core unit of planning and instruction. This approach aims to provide students with opportunities to use language in real-world contexts and focus on meaning exchange rather than accuracy.

Overall, the study concludes that TBLT is a powerful approach that encourages students to use language for real-world, non-linguistic purposes, thus focusing on meaning exchange rather than accuracy. By implementing TBLT effectively, language teachers can enhance their students' language learning experience and prepare them for real-life communication.

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