



## **TASK BASED APPROACH IN ENGLISH LANGUAGE TEACHING**

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### **ABSTRACT**

*Language is a tool for understanding, analyzing, expressing and developing one's own task. There are many approaches in English language teaching. One of the best approaches is task-based approach. Every language teacher realized the importance of the learner-centered and flexible approach and demand for communicative language teaching which helps to understand the language in context and to use real life situations. The advantage of the task-based approach, according to its advocates, is during the task the learners are allowed to use whatever language they want, freeing to focus entirely on the meaning of their message. In task-based approach the focus of classroom activities is on the task and ultimately on meaning. Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the student uses to complete it. Task-based activities encourage students to be more ambitious in the language they use and the psychological dynamics of the group which works together to complete a task will have great influence on the success.*

**Key words** – Task, flexible, approach, communicative, language.

### **Need of the Study**

The study of Task-based English language teaching is needed because it addresses the gap between traditional language learning and real-world communication, promoting more effective and engaging language acquisition. Task-based language teaching emphasizes using language for meaningful purposes through tasks making learning more relevant and motivating for students. It also helps in developing communicative skills, critical thinking, and problem-solving skills through the use of language.

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### Objectives of the Study

1. The main objective of the task-based approach in teaching English is to foster communicative competence and practical language skills.
2. Students engage in meaningful real-world tasks to develop fluency, accuracy and the ability to communicate effectively in various situations.
3. By focusing on meaningful tasks and real-world situations the approach helps to increase student motivation and engagement in the learning process.

### Scope of the Study

The scope of Task-based language teaching in English language teaching encompasses a broad range of areas, focusing on developing communicative competence and language proficiency through real-world meaningful tasks. It aims to go beyond traditional grammar-focused methods, emphasizing practical language use and application in authentic contexts.

### Key aspects of the scope of Task-based Language Teaching

- (a) Focus on communicative competence
- (b) Involving meaningful tasks
- (c) Language acquisition
- (d) Intercultural skills
- (e) Student engagement
- (f) Development of communicative strategies
- (g) Beyond linguistic competence.

### Data collection:

For the purpose of the present study, data has been collected from secondary sources like books, journals, websites and also internet.

### INTRODUCTION:

English language learning, exiling from one's own dialect and to be an expertise in learning four skills of listening, speaking, reading and writing is the most challenging task for native



learners. To ease this background for mastering their language learning skills a systematic approach is essentially needed for every language learner. The term communicative competence is the competence in communication which covers all modes of competence in linguistic behaviours by the speech community. This includes both social and grammatical behaviours. The term all modes of communication can further be explained as the language competence that has total comprehension and total verbal exposition in all modes of society, which includes group interaction–interpersonal interaction involving different dialectal areas. Also, the verbal exposition will encompass the non-verbal behaviour which has cultural compatibility. As it is evident from the above, one can think of two different kinds of competence namely, grammatical competence and communicative competence. The term grammatical competence is one which can be achieved by way of exposing one to the structure of language, whereas, the communicative competence can be achieved by exposing oneself both to the structure of the language as well as the social behaviour which revolves around certain conventional rules as put forth by the society. Fostering the above said competence and to acquire the core skills of language, task based learning is highly helpful to bring one's own talent in a cognitive related way.

When there are many approaches in English language teaching, one of the best reaches is task based approach which has been successful over years. Every language teacher realizes the importance of the learner centered and flexible approach and demand for communicative language teaching which helps to understand the language in context and to use real life situations. The advantage of the task-based approach according to its advocates, is during the task the learners are allowed to use whatever language they want, freeing to focus entirely on the meaning of their message. This makes it closer to a real life communicative situation. In task based approaches the focus of classroom activities is on the task, and ultimately on meaning. Task based learning offer the student an opportunity to do exactly this. The primary focus of classroom activity in the task and language is the instrument which the student use to complete it. The task is an activity in which students use language to achieve a specific outcome.

The activity reflects real life and learners focus on meaning; they are free to use any language they want. The main advantages of TBL are that language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class they are forced to consider language on a single aim. The aim of TBL is to integrate all four skills and to move from fluency to accuracy plus fluency. The range of tasks available, Reading texts, problem solving, role plays, questionnaires etc. offers a great deal of flexibility in this model and should lead to more motivating activities for the learners.

## **WHAT IS TASK**

The task in TBLL can be defined as a goal-oriented activity where real outcome is perceivable in the learners. The primary focus of these tasks is the meaning that they communicate. The specified objectives of the tasks are to be realized in a defined time schedule.

Many linguists identify focus major characteristics in their approaches to the concept of task:

- Focus on meaning is primary in a task
- Gap in information, reasoning or opinion is a pre-requisite for accomplishing a task
- Choice of the linguistic resources necessary for the accomplishment of the task must be chosen by the learners only
- A resultant well-defined non-linguistic outcome should be the objective of a good task

### **TASK BASED LANGUAGE LEARNING**

TBLL is an instructional process purposing the acquisition of target language through structured and well-chosen series of tasks. Learner-oriented and learner relevant authentic materials are used. Not only the material but the very learning becomes authentic by the choice of real-time situations built into the task themselves, giving an impression of immediacy up to the learner. Illustrations drawn out of the theories of language no longer find a place in this approach, making way to learning of language by doing and real practice in real contexts in contrast to erstwhile pedantic approaches.

#### **Role of the Teacher**

The role of the teacher in TBLL is not significant in the sense that a lot of preparation and creativity is required for planning, designing and effective execution of the tasks. But the educator appears to be dormant allowing the participants to be dominant in the accomplishment of the task just being a facilitator of learning rather than imparter of knowledge. His job is, mostly to select and sequence the tasks and to create awareness among the learner about the nature, objectives and processes of tasks. He involves in pre task activities and prepares the learners for the tasks, monitors the process of tasks, guides and evaluates the accomplishment of the tasks.

#### **Role of the Learner**

Learner is the prominent participant in the TBLL framework. He is the interactive participant in the group involving in his own learning. The learner is the creator, innovator and the risk taker in the process of the task. He will have to identify authentic materials for focus depending on their utility and use in day-to-day life and relevance to his own situations.



## **FRAMEWORK OF THE TASK-BASED LANGUAGE LEARNING**

Three major integral components compose the TBLL framework underlines the need for optimizing the language learning conditions through a spontaneous exposure to the target language for the expansion of meaning and right motivation of the learner to actively involve themselves in the processes of the tasks and language learning.

### **Pre-Task**

Initially the teacher can offer scaffolding to the learner by an exploratory approach towards grammar constructs or vocabulary items and prime the students accordingly through the conventional paradigm of present practice-produce (PPP) Through the presented model the students can be directed towards creating their own tasks. The purpose of the pre-task is primarily to introduce the topic and task and create a general preparedness. At times it encompasses brain storming, watching and listening to the native speakers doing the task to get at the natural syntactical patterns and vocabulary items in real situation as against the contrived situations of the classroom. The teacher could assist the learners by highlighting certain useful words, phrase and expressions to make them understand the instruction for the task itself.

### **Task Process or Task Cycle**

Task setting is the initial step in Task cycle. The tasks must be relevant to the learner, achievable, simple with a specific goal and to be accomplished in a defined time frame. Real time situations can be built in into the tasks to make the language learning more meaningful. It aims at developing fluency in the target language while making the student confident some prime aspects of the tasks are goals and objectives, input, the actual activities, the role of the teacher, the role of the learner, the general setting, the end outcome and evaluation. In the task cycle the learners involve themselves in the task using the language either in pairs or in small groups, depending on the nature of the task. Usually the teacher monitors without resorting to error analysis or correction. The focus is more on meaning and outcome rather than form. Scholars have identified certain broad categories of tasks based on listening, ordering and sorting, comparing, problem solving, sharing experiences, matching and finding similarities and differences. At the end of the task some of the learners or all of them report either to a selected section or to the whole class about the way they have completed the task and the final outcome. They could receive the feedback on that from the teacher or from the advanced learners in the other groups. The rest of the class listens in order to compare that with their own performances.

### **FOCUS ON THE LANGUAGE**

This is the last phase of the task. The students analyze the text, discuss specific features, the merits and the lapses in finding relevant meanings. The discovered new words, phrases and patterns may be recorded for further comparisons. The identified words and expressions could further be practiced with the help of the teacher either during or after analysis.

## Types of TBLT

1. **Dialogues and role plays:-** Learners communicate with each other based on a given situation. These tasks can be either scripted or spontaneous depending on the proficiency of learners.
2. **Pictures and picture stories:-** Tasks like spot the difference, memory test, sequencing pictures to tell a story, picture description can be used in order to engage learner in communication. This task will help the learners to use their innovative ideas.
3. **Puzzles and problems:** Learners need to make guesses by using their general knowledge, logical reasoning and personal experiences.
4. **Sharing personal experiences:-** these types of tasks motivate learners and make them talk freely about themselves or personal experiences and the outcome of the tasks are similar to casual social conversation.
5. **Target task:-** It is a piece of work that involves what people actually do in everyday life. Few examples of target tasks or real world tasks are making a railway reservation, writing letter, making hotel reservation etc.

## Advantages of TBLT

1. TBLT offers language production through meaning-focused communication.
2. TBLT satisfies three essential conditions for language (1) exposure (2) use and (3) motivation. Since these communicate task-completion activities engage learners in authentic pragmatic and contextual use of language.
3. Learners develop their skills when they are pushed to perform in the classroom, In this attempt some learners would innovate from their existing knowledge.
4. Spontaneous enthusiastic participation on the part of the learners in classroom teaching could be solved through TBLT, thus bringing, Innovation and dynamism into language teaching.

## Disadvantages of TBLT





As every coin has two sides even TBLL, has some disadvantages. TBLL demands greater levels of initiations and creativity on the part of the educator. Though, the tasks aim at the participation of all the learners, non-involvement of some is always advantages evident. In addition, in their concentrated focus on fluent use of language, the learners are noticed to sacrifice accuracy.

### **Task-Based Approach in English Language Teaching**

#### **Literature Review**

##### **Key Benefits:**

1. **Improved communicative competence**  
TBLT enhances learners' ability to communicate effectively in real-life situations.
2. **Increased learner engagement**  
Tasks that mirror authentic language use motivate learners and promote active participation.
3. **Development of fluency and accuracy**  
TBLT helps learners develop both fluency and accuracy in language use.

#### **Effective Implementation**

1. **Task design**  
Tasks should be carefully designed to promote language learning and communicative competence.
2. **Task cycle**  
The task cycle should include pre-task, task, and post-task phases to facilitate language learning.
3. **Feedback processes**  
Feedback is essential to help learners improve their language use and task completion.

#### **Research and Applications**

1. **Studies on TBLT:** Research has shown that TBLT is effective in enhancing learners communicative competence and Promoting Language learning
2. **Applications in EFL Contexts:** TBLT Successfully applied in English as a foreign language contexts to improve learners language skills.

#### **Challenges & Solutions**



- **Teacher training:** Teachers need training to effectively implement TBLT (Task-Based Language Teaching) and design tasks that promote language learning.
- **Assessment:** Assessing learner progress and task completion can be challenging, but using clear criteria and rubrics can help.

## Tips for Mastering English through Task-Based Learning

1. Start with tasks. Begin with tasks that promote language learning and Communicative competence
2. Set clear language goals: Establish clear language Goals and objectives
3. Use authentic materials: use authentic materials that reflect real-life Scenarios
4. Engage in role play. Engage learners in role-play activities that promote language use
5. Utilize Technology Leverage technology to facilitate language learning and task completion.

## Discussion

### Key considerations:

1. **Authenticity:** Tasks should reflect real-life scenarios and promote authentic language use.
2. **Relevance:** Tasks should be relevant to learners' interests and needs.
3. **Complexity:** Tasks should be challenging yet manageable for learners.
4. **Clear Objectives:** Tasks should have clear objectives & outcomes.

## Task Design

1. **Task framework:** Establish a clear task framework, including pre-task, task, and post-task phases.
2. **Task Types:** Use various task types such as problem-solving, decision-making, and information-gap tasks.
3. **Language Focus:** Ensure tasks focus on specific language skills or structures.

## Implementation

1. **Clear instructions:** Provide clear instructions and expectations.
2. **Support and scaffolding:** Offer support and scaffolding as needed.

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3. **Feedback and assessment:** Provide constructive feedback and assess learner progress.
4. **Flexibility:** Be flexible and adapt tasks to meet learners' needs.

### Best Practices

1. **Learner-centered:** Design tasks that cater to learners' needs and interests.
2. **Collaborative:** Encourage collaboration and peer interaction.
3. **Meaning-focused:** Focus on meaning and communication rather than just form.

### CONCLUSION

To conclude an ELT teacher is shouldered the highest responsibility of teaching the global language. Task based activities encourages students to be more ambitious in the language they use and the physiological dynamics of the group which works together to complete a task will have a great influence on the success. Thus the students are more likely to have enriching and enjoyable experience of education. It further provides them with extra linguistic skill building.

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