

The Task-based English Language Teaching and Learning

Dr. Raja A

Assistant Professor, English, Annapoorana Engineering College,(Autonomous), Salem

Abstract -The task-based language teaching and learning style requires students to actively engage with the content in order to complete a task or reach a goal. The essay aims to prove the benefits and efficacy of task-based language training in helping students to improve their language competence. This paper also presents the fundamental information of task-based language teaching. It explains basic characteristics of task-based language teaching. Then it explains various tasks and highlights the importance of task-based language teaching as a potent strategy for making the best use of language learning and teaching. Afterwards, it discusses the roles of the teacher and the learner in the task-based language teaching and learning.

Keywords: Task-based language teaching and learning. Benefits and efficacy. Fundamental information. Basic characteristics. The role of teacher and learner.

INTRODUCTION

The new strategy of teaching English is called task-based language (TBL) learning. Since the final ten years of the twentieth century, it has grown in prominence in the field of language instruction. Students are guided in discovering their own valuable language structures and terminology through practical assignments. As contrary to some of the more traditional techniques like grammar-translation or the audio-lingual approach. This emphasises the need for students to be proficient communicators. It's a welcome change of pace from the typical demonstration or test-teach-test method to lessons. TBL might be a great option for students learning English as a second language as well. It is typically beneficial for students to work in small groups or pairs so they can practise speaking and communicating while using the language. Students can take a more active part in choosing the language structures they learn through task-based learning. Students must determine for themselves what they need to learn in order to complete the main goal, and learning takes place as the work is being completed. With task-based

learning, children can discover their individual language as they go along.

DEFINITION OF TASK BASED LANGUAGE (TBL) LEARNING

In a nutshell, a "task" is anything you do. Tasks are classroom activities that encourage English learners to apply the language effectively, or "can do things." Students are always in an active and energising learning environment as they are "doing things." An instructional strategy that puts the needs of the student first is task-based language teaching. Learning the language might be the objective. It has exercises for listening, speaking, and reading as well as for finding grammar rules. Students utilize English to carry out important activities in the right circumstances. Speaking or writing with spontaneity and creativity is valued more than being absolutely accurate, and evaluation is dependent on job completion. Through these activities, learners acquire their ability to engage, interpret messages, and ask questions.

PROCEDURES AND APPROACHES TO TASK-BASED LANGUAGE INSTRUCTION

According to Richards and Rogers, Task-Based Language learning strategy focuses on communication through task completion. Students get engaged with a task they are truly interested in, and they aim to carry it out only using the target language and its taught elements.

There are a few stages to take while organising a task-based language teaching strategy. These are
Prior planning and goal-setting
The teacher establishes the objective and presents the subject before the task begins. The instructor then provides guidelines and advice on how to move forward. The instructor also introduces terminology and language that can be helpful in order to perform

the assignment. Providing students a sample of the activity being completed and or displaying them a video during the preparation phase of a task-based language learning course might help them comprehend what is required for them. Here, the emphasis should be placed on description accuracy so that students understand precisely what is required of them during the task-based learning activity. Students can practice speaking in front of their group at this point, and the teacher can help if necessary.

Task & Reporting

In a task-based learning (TBL) session, students can choose to work alone, in pairs, or in teams to accomplish the task. The teacher must keep an eye on the students' development and provide support as necessary. Students can prepare a verbal or written report regarding what transpired throughout the activity after finishing it. The report outlines to everyone how the assignment was completed and also what language was required. In order to see how other groups battled with the task, the teacher can also provide comments and display recordings of all other groups doing it.

Students evaluate themselves and practice

During the activity, the language and words emerge spontaneously. As a result, the instructor emphasises the words and phrases that the students used to complete the task. It aids in their self-evaluation. You can replay the task for the students to grade themselves if it was recorded. You might choose to select a language area to practise further based about what you heard and observed.

Example Tasks

These chores involve going to the doctor, buying groceries, settling problems in an aerodrome, placing a chat, performing an interview or being interviewed, hiring a car, and complaining about a diner in a hotel as well as resolving a problem in a store or gathering data to create a poster or advertisement.

Other activities

Getting students to plan a trip they're going to take together as a group and then give a quick presentation about it to the class is a typical task-based learning activity. The second assignment requires the pupils to select a current occurrence. They must then create a

poster and give a brief presentation to the class about it. They pick anything that is currently making headlines and are free to discuss anything. Another assignment asks students to create a menu for vegetable soup and then present it to the class in a succinct manner. When participating in information gap activities, students must collaborate to fill in the gaps with their knowledge to complete the story. Talking is used to achieve this. a light-hearted means of encouraging students to discuss topics of interest with one another. Finally, after speaking with at least 10 of them, they can present their findings to the class. Students must plan for the festival celebration if they want to participate in the college's well-known festivals. Students can make plans and display a brief presentation to the class after they have been given a set time, date, and location. A role play is a good exercise to include in a task-based lesson plan.

THE BENEFITS OF TASK-BASED LANGUAGE LEARNING

Language instruction with TBL is student-centered. Every student puts in a lot of effort. The fact that students are engaging and working on something to learn the language is one of the task-based approach's main advantages. The students have greater control over their learning in a class that uses task-based learning. The students are able to meaningfully use their language skills at all levels of the class. The language that is studied in TBL classes is based on what the students need. Through TBL, students can investigate the languages they are interested in learning. Students learn the grammar and vocabulary they need to know as they go along, rather than having it explicitly taught to them.

A very interactive way to language teaching is task-based learning. In order to complete a task, students must interact with one another. As a result, students are compelled to learn vocabulary and grammar, and it soon becomes apparent which concepts they find challenging and which cognitive gaps they have. Task-based language learning courses allow students to discover these areas naturally within an engaging setting rather than limiting language lessons to focusing on a particular vocabulary word or grammar point. While real-life communication is mentioned in many textbooks and educational curricula, it often comes across as unnatural. To avoid this, it's excellent

to use task-based language teaching exercises. Students will have a complete choose your own adventure outcome at the end of the activity since it is participatory and interesting.

The benefits of task-based learning were numerous. Any lesson can easily incorporate task-based learning. Instead of being limited to material that has been carefully chosen by the teacher or a text, students have influence over the language they learn and develop. Task-based learning enables a natural situation in which students can draw from their personal experiences to inform their learning. In many circumstances, this helps students learn in a way that is far more relevant and personal to them. Because they are choosing to undertake the assignments, students are typically tremendously driven to finish them.

CONCLUSION

A task-based activity requires pupils to utilise language in order to accomplish a certain goal. The finest TBL exercises simulate real-world situations and let students use whichever language they like as long as they can finish the assignment. TBL assists students in doing a task in the target language that they are probably accustomed to performing in their native tongue. Through a range of communicative activities that require a lot of student collaboration, teaching and learning take place. This approach's well-designed exercises should naturally elicit the appropriate vocabulary and grammar.

REFERENCES

- [1] Brown, J. D., Hudson, T., Norris, J., & Bonk, W. J. (2002). *An Investigation of Second Language Task-Based Performance Assessments*. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.
- [2] Butler Y. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, 31, 36–57.
- [3] Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639–662.
- [4] Edwards, C., & Willis, J. (2005). *Teachers exploring tasks in English language teaching*. Hampshire, UK: Palgrave Macmillan.
- [5] Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- [6] Feez, S. (1998). *Text-based syllabus design*. Sydney: National Centre for English Teaching and Research.
- [7] Hu R. (2013). Task-based language teaching: Responses from Chinese teachers of English. *TESL-EJ*, 16, 1–21.
- [8] Johnson, K. (2003). *Designing Language Teaching Tasks*. New York: Palgrave.
- [9] Kehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268-286
- [10] Littlewood W. (1981). *Communicative language teaching: An introduction*. Cambridge University Press.
- [11] Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- [12] Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- [13] Richards, J., & Rodgers, T. (2004). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- [14] Seedhouse, P. (1999). Task-based interaction. *ELT Journal*, 53(3), 149–156.
- [15] Willis, J. (1996). *A framework for task-based learning*. Harlow, UK: Addison Wesley Longman.
- [16] Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford, UK: Oxford University Press.
- [17] <https://ijclass.org/overview-and-reflection-on-the-research-of-task-based-language-teaching/>
- [18] <https://www.idpublications.org/wp-content/uploads/2019/11/Full-Paper-HOW-TO-USE-TASK-BASED-LANGUAGE-TEACHING-METHOD-IN-CLASSROOM.pdf>
- [19] <https://eslspeaking.org/task-based-language-learning/>
- [20] <https://www.myenglishlanguage.com/teacher-resources/task-based-learning-language-teaching/>