Task-based Language Teaching and Learning at Tertiary Level

Dharmendra Baria

PhD Research Scholar, HMPIETR, Sardar Patel University, Gujarat (India)

ARTICLE DETAILS	ABSTRACT
Article History *Published Online:* 13 March2019 **Keywords** Task-based, language, teaching and learning. *Corresponding Author Email: atrp92[at]gmail.com	When we look at English classes now, language teaching and learning through tasks is becoming more popular in the world. The goal behind using these tasks is to create and provide a real purpose for language use and a natural context for language study respectively. This papers aims to define what a task-based teaching and learning, why use task-based teaching and learning, what types of tasks can be used in teaching and learning and the three phrases of pre-task, while task and post task. How these tasks can be used in the actual classroom for language teaching and learning and how the teachers and students can participate in doing the tasks.

1. Introduction

For second or foreign language teaching and learning, different methods have been using in the classroom. One of the effective concepts for it has been used in the classroom now onwards is known as 'task-based language teaching and learning'. Basically task was used first time in 1950 and approach came existence in 1980s. TBLT offers one type of material which engages learners to complete a task. Another method of teaching languages is task-based learning. Here learners are placed in a real life situation and learners use their skills at their current level. It helps learners to achieve their goal by using a language as a tool and makes the use of language a necessity.

Every day, we do regular tasks such as making tea or coffee, writing a letter, chatting or talking to a person on the call, this approach aims to enhance learners' interlanguage by giving a task and asking to solve the same. A teacher always thinks that which direction he/she should go when s/he decides to teach a class. S/he always receives a reply from him/herself that it depends on you where you want to go.

2. What Task-based Language Teaching and Learning is

Task is one type of activity which is carried out as the result of processing or understanding language.

According to Willis (1996), "A Task can be defined as an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome"

According to Ellis (2003), "TBL is typically about the social communication between learners as a source of input and methods of acquisition and includes the negotiation of meaning, communicative strategies, and communicative effectiveness"

Tasks were a way of tapping into learners' natural mechanisms for second-language acquisition, and weren't concerned with real-life communication (Leaver & Willis, 2004).

Task-based language teaching is one of the approaches to second language teaching. In this approach, activities are designed in a way that students use authentic target language in order to complete meaningful tasks or activities. Tasks are designed on the real world situations that they might encounter in the real world (Arulselvi, E., n.d.)

In this approach, students are already given instructions or necessary instructions or vocabulary earlier to complete the task. It does focus on grammar but focuses on the development of linguistic strategies in target language (Ludwig, 2019.)

3. Why Use Task-based Language Teaching?

In task-based language teaching approach, students are centered and learning process moves around them. They themselves realize that language is a tool to grab and solve their real wolrd problem (Arulselvi, E., n.d.).

The approach teaches lots of skills to the students such as questioning, negotiating, interacting, working in group and pair, problem solving, critical thinking, making decisions etc. it also teaches linguistic components such as introducing and describing themselves, their families, their hobbies, their interest and disinterests, their wishes etc. In short, it focuses on communication and interaction using appropriate language at the correct time (Arulselvi, E., n.d.).

4. Types of Tasks use in the Task-based Teaching and Learning

There are three types of tasks use in the Task-based Teaching and Learning. They are:
   a. Information gap,
   b. Reasoning gap and
   c. Opinion gap

5. Steps for a Successful Task-based Teaching and Learning Activity

1. Start with a pre-task activity.
2. Follow the actual task cycle.
3. Classroom work ends with the post-task review.
4. Give a relevant homework assignment.

6. Conclusion

Task-based language teaching is a student centered approach wherein students are exposed well designed activities or tasks based on real world situations. They complete the tasks using target language and their ultimate goal is to communicate and interact in real world situations using appropriate language and in correct time and solve problems too.

References

1. Arulselvi, E., (n.d). Task-based language teaching in the English classroom. Retrieved from https://sites.google.com/view/theeltpractitioner/archive/2017/volume-iv-number-iv-october--december-2017/4-task-based-language-teaching-in-the-english-classroom---dr-evangelin-arulselvi
2. Ludwig, J. Z. (2019). Task-based Language Teaching Activities to Simulate Key Situations. Retrieved from https://www.fluentu.com/blog/educator/task-based-language-teaching-activities/
3. Ellis, R. (2003). Task-based language learning and teaching. Oxford: OxfordUniversity Press.
4. Leaver, B. L., & Willis, J. R. (2004). Task-based instruction in foreign languageeducation: practices and programs. Washington, D.C: Georgetown UniversityPress.
5. Willis, J. (1996). A framework for tasked-based learning. London: Longman.