



## TASK-BASED TEACHING IN IMPROVING LANGUAGE PROFICIENCY OF SECOND LANGUAGE LEARNERS

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### **Abstract**

*This article aims to investigate how task-based instruction affects second language learners' language ability and efficacy of this educational technique by comparing the performance of a group getting task-based training with a group receiving traditional instruction. In addition, the differences and similarities will also be stated to show the distinct approaches used in both traditional and TBLT lessons.*

**Key words:** *TBLT (Task-based learning and teaching), Language learning, task, classroom activities*

### **INTRODUCTIN**

Learning a new language may be a difficult and complex process majority of people encounter. In the past, rote memorization and grammar-based education have dominated language teaching methods, with little attention being paid to helping students become more proficient communicators in the languages they are learning. As Ellis (2003) proposed this method has drawn criticism for failing to adequately educate pupils for language use in everyday situations.

However, Task-based instruction has been more popular recently and shows a lot of potential for improving language skills. Engaging students in relevant, real-world projects that mimic language use in daily conversation is known as task-based learning (Nunan, 1989). Task-based learning can give students opportunity to advance their



language skills and techniques by emphasizing the use of language for particular goals rather than just studying its structures.

A lot of study has been done on the usefulness of task-based learning in raising language proficiency. According to studies, task-based training can promote grammatical accuracy, vocabulary acquisition, and fluency in the target language (Carless, 2002; Ellis, 2009). Furthermore, Dörnyei (2001) stated that it has been discovered that task-based activities increase learners' autonomy, motivation, and engagement—all of which are critical components of a successful language learning experience.

### **TBLT**

Task-Based Language Teaching (TBLT) is a cutting-edge and highly discussed method of teaching languages. The foundation of task-based language instruction (TBLT) is the notion that activities serve as language's most important contextualized learning. There are simple tasks like navigating to more complex ones like more general, such as role-playing games that imitate or creative problem-solving actual situations. Instead of instructing pupils in TBLT, or isolated vocabulary terms and grammar structures motivates them to engage in meaningful interactions with one another, boosting their trust in their communication skills and their fluency.

The method known as task-based language teaching, or TBLT, gives students the chance to actively engage in tasks in order to meet objectives or finish assignments in language learning contexts. Task-Based Language Teaching (TBLT) aims to enhance students' interlanguage skills by giving them daily tasks like drafting letters, reports, or phone conversations, and then using language to solve them (Skehan, 1998). Additionally, it improves their learning because TBL assignments encourage student participation and result in notable gains in language proficiency. Task-supported teaching views tasks as resources that both the instructor and the students can use to



further specific language goals and academic objectives. Samuda & Bygate (2008) marked teacher's role with offering help in the form of briefings, online resources, and targeted feedback.

### **Advantages of TBLT in learning English**

When it comes to teaching and learning languages, the task-based language teaching (TBLT) approach has the following significant benefits:

#### 1. Improved Ability to Communicate:

- The development of communicative competence, or the capacity to use language effectively in a variety of social and cultural settings, is the main goal of TBLT.

- Rather than only having students study grammar rules, and textbooks TBLT gives them opportunity to expose in real-world communication by including them in relevant, practical projects.

- This method aids students in gaining the linguistic, sociolinguistic, discourse, and strategic competences that are essential for using language effectively.

#### 2. Enhanced Learner Engagement and Motivation:

- By giving students a feeling of direction and significance in their language learning, TBLT can greatly increase their will to immerse themselves in the language.

Learners will be more likely to be inspired to take part actively and advance their language abilities when they are working on assignments that are meaningful and matches with their desires and interests.

- Increased levels of engagement and, eventually, enhanced language competency can result from this motivation.

#### 3. Learning Languages in Context:



- By placing language instruction within particular contexts, TBLT ensures that students to advance their language proficiency in response to the communicative requirements of those settings.

- Learners who study language in context found to be able to comprehend the sociolinguistic and pragmatic components of language use, which improves communicative competence.

This strategy stands in contrast to conventional language education techniques, which frequently deliver language in a vacuum, failing to take into account the context-specific elements that bring negative consequences to language use in real life.

#### 4. Self-Directed Learning and Learner Autonomy:

- Because TBLT encourages students to use their own resources and strategies in order to submit the assigned activities successfully, it encourages active participation in their language learning process. Encouraging learner autonomy is essential for long-term language improvement as it equips students with the qualifications they need to carry on their education outside of the classroom.

TBLT is a flexible approach that may be used by teachers to create and choose tasks that are suitable for their unique teaching and learning objectives. The primary differences between the traditional and Task-Based Language Teaching (TBLT) methods of teaching are:

1. Focus:
- <b>**Traditional Method**</b> : The main focus is on teaching grammar, vocabulary, and language structures explicitly.



<p>- <b>TBLT Method</b>: The focus is on having students complete meaningful tasks with the help of the target language, with grammar and vocabulary being learned incidentally.</p>
<p>2. Syllabus Design:</p>
<p>- <b>Traditional Method</b>: The syllabus is based on a linear progression of language items, such as grammar rules and vocabulary.</p>
<p>- <b>TBLT Method</b>: The syllabus is created on a series of tasks or problem-solving activities that need to be completed using the target language.</p>
<p>3. Classroom Activities:</p>
<p>- <b>Traditional Method</b>: Classroom activities typically involve drills, exercises, and controlled practice.</p>
<p>- <b>TBLT Method</b>: Classroom activities include task-based activities, such as information-gap activities, problem-solving tasks, and role-plays, where students use the language to achieve a specific outcome.</p>
<p>4. Learner Role:</p>
<p>- <b>Traditional Method</b>: Passive participation dominates in traditional method of teaching, with the instructor being the primary source of information.</p>
<p>- <b>TBLT Method</b>: Learners are more actively involved in the learning process, with the teacher facilitating and guiding the tasks.</p>



5. Error Correction:
- <b>Traditional Method</b> : Errors are often corrected immediately in order to improve accuracy.
- <b>TBLT Method</b> : Errors are corrected more selectively, with a special attention on communicative competence.
6. Assessment:
- <b>Traditional Method</b> : Assessment is often based on tests that measure the mastery of language structures and vocabulary.
- <b>TBLT Method</b> : Assessment is mostly designed on the successful completion of tasks and the ability to use the language in real-world situations.

In summary, the traditional method is more focused on the explicit teaching of language forms, while the TBLT method puts more stress on the use of the language in meaningful, task-based activities. The TBLT approach aims to promote more natural and communicative language implementation, with a special stress on fluency and the ability to complete real-world tasks.

Both the traditional and TBLT methods possess strengths and weaknesses, and the choice of method may depend on the specific classroom settings, learner needs, and academic goals. Many language teachers today use a combination of both approaches, blending elements of the traditional and TBLT methods to create a more balanced and effective language learning achievements.



## CONCLUSION

The task-based approach to language instruction could be seen as an effective technique for enhancing second language learners' overall language proficiency. That is the main reason why this method gained huge popularity among both educators and language learners with enabling them to increase the exposure to the culture of target language. Overall, the study highlights the potential benefits of incorporating task-based learning into second language classrooms. By shifting the focus from pure grammar instruction to meaningful, communicative tasks, instructors may increase the possibility of more effective and engaging language acquisition among their language learners.

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