
Applying Task Based Approaches for Teaching, Learning in Language Learner Strategies

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Abstract

To advance language learning, Task Based Language Teaching has been successfully implemented in the classroom. Communication and language acquisition are facilitated by task execution. In order to aid in the learning process, tasks can serve as potential building blocks for language development. Immersing students in tasks gives them opportunities to negotiate meaning and communicate effectively because of this approach's emphasis on meaning. The objective of this article is to discuss the approach's advantages and disadvantages in relation to the improvement of communication.

Keywords: Task, Task-Based Language Learning, Communication, Language Acquisition, Negotiate Meaning

Introduction

Since the beginning of the 1980s, Task-Based Language Teaching (TBLT) has received attention due to its crucial role in the development of the communicative approach. The primary focus on meaning rather than form is one of the main reasons for this attention. According to Skehan (2003), authenticity is linked to this approach because it places an emphasis on meaning. Learning a language takes place in a natural setting, and when students engage in meaningful activities using real materials, they make more progress toward language acquisition.

Task can be defined in a number of ways; For instance, the first person to develop TBLT, Prabhu (1987), defines a task as an activity in which students use a teacher-controlled process of thought to arrive at a result from given information." A piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is primarily focused on meaning rather than form" is what Nunan (1989) defines as a task (p. 10). Willis (1996) emphasizes how a task affects communication performance and defines a task as an activity "where the target language is used by the learner for a communicative purpose in order to achieve an outcome" (p. 23). A task is, according to Samuda and Bygate (2008), "a holistic activity that engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall goal of promoting language."

According to Richards and Schmidt (2010), this learner-centered approach keeps students at the centre of all language teaching activities, including planning, instruction, and assessment. Ellis (2003) asserts that this approach seeks the converse—texts that are learner-centered, discursive practices encouraging learners to actively engage in shaping and controlling the discourse—underscoring the significance of TBLT and social customs that assist them in both allowing and resolving social conflict

Methods

Task-based learning offers an alternative for language teachers. The language that is covered in a task-based lesson is determined by what happens as the students complete a central task, and the teacher does not pre-determine which language will be covered. There are specific stages to the lesson.

Pre- Task

The teacher might help the students remember some language that could be useful for the task by introducing the subject and giving them clear instructions on what they will need to do at the task stage. Playing a recording of the people performing the task is another common feature of the pre-task stage. The students are given a clear example of what is expected of them by this. The students can spend time preparing for the task and taking notes.

Task

The teacher monitors and encourages the students as they complete a task in pairs or groups using the language resources they have at their disposal.

Planning

In order to explain to the class what transpired during their task, students prepare a brief oral or written report. After that, they practice what they'll say in their groups. In the meantime, the instructor is available to answer any language-related questions that the students may have

Report

The students then give a written or oral report to the class. The order in which students will present their reports and whether they will receive quick content feedback is determined by the instructor. The instructor may also play a recording of other students working on the same task at this point for the students to compare.

Analysis

The teacher then provides the students with relevant highlights from the recording's text for them to examine. They might ask students to point out interesting parts of this book to them. The language that the students utilized during the report phase can also be highlighted by the instructor for analysis.

Practice

Finally, the teacher chooses which language areas to practice based on the students' needs and the results of the task and report phases. The students then participate in practice activities to build confidence and learn useful language.

Results and Discussion

Research results summarize that using Task based approach for teacher is entirely teacher-driven, whereas task-based learning provides action and reflection;2) all language is used in a real-world context of communication, and the main language skills are fully integrated;3) In the practical model of TBL, there are two stages where focusing on form helps. First, close attention to language form is encouraged during the planning phase between the private task and the public report. Second, a form-focused awareness-raising process is provided by language analysis activities. It has been demonstrated that consciousness-raising activities foster good learning habits and provide active learning. Students would be motivated to use the target language if the authenticity of selected sources is personally relevant in content-based materials; instruction emphasizes the process rather than the product; and through meaningful activities and tasks and engaging in interactive communication, students learn language on purpose.

To finish up, it is important to take note that task-based language instructing has ended up being powerful by involving in the language study teaching. The task-based approach's core development of learner acquisition processes and promotion of L2 learning are better supported in this context.

Conclusions

The focus of TBL is on developing interactional language communication skills; Consequently, it is regarded as work with meaning in mind. The issue of language is ignored. The fundamental tenet of TBLT is that language learning takes place in a natural learning environment and that students' progress more toward language acquisition when they are exposed to meaningful activities using real materials. Through activities in the target language, language learners in TBLT have the chance to improve their communication skills and engage in meaningful communication.

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