

# The Significance of a Task-Based Approach in Teaching English to Foreign Language Learners

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**Annotation.** *The article represents the practical application of Task-based approach (TBA) and its role in teaching English as a foreign language. In addition, the information regarding the implementation of TBA, the term “task” and its methodology is researched.*

**Keywords:** task-based approach, task, student-centered approach, communicative competence, target language, foreign languages.

## DISCUSSION

Task-based approach (TBA) is regarded as an alternative method to traditional language teaching methods because it favors a methodology in which functional communicative language use is aimed at and strived for. Also, TBA is considered to be an effective approach that fosters a learning environment in which learners are free to choose and use the target language forms which they think are most likely to achieve the aim of accomplishing defined communicative goals. Task-based approach is a student-centered approach to second language instruction. The idea behind the implementation of this approach is that students will learn to communicate in the language by doing tasks in the classroom which approximate those in the outside world. Students do tasks in small groups and practice using language necessary for doing the particular task. The focus is completely on task completion and therefore students are free to use whatever language they have at their disposal to accomplish this.

It is an offshoot of the communicative approach, wherein activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project-based assignments. These projects could include visiting the doctor, making a phone call, conducting an interview in order to find answers to specific questions or gathering information to make a poster or advertisement.

The implementation of TBA tasks makes successful results while communicating in the target language and interacting with others simultaneously. The tasks done during the lesson can create the real English environment which is why students desire to communicate face to face in the class not feeling shy and worried about mistakes. This can demonstrate the practical use of English language with the teacher and their peers. On the other hand, students can develop their socio linguistic skills as well leading appropriate manners and behavior in the society. Also, the tasks boost students' interactive ability to express their own ideas in the target language enabling them to speak in English language in different situations and cases.

Though frequently misunderstood, TBA is not a fixed method but rather constitutes an approach to language teaching. TBA has evolved out of Communicative Language Teaching (CLT) and is generally considered a strong form of CLT, which uses tasks to create contexts for natural language use and as central units to form the basis of daily and long-term lesson planning. Task-based teaching approach is a method that enables the learner to complete real life task through using the accumulated words and grammar that have been learned.

The term “task”, which is one of the key concepts in task-based learning and teaching, is defined in different ways in the literature and instructional tasks are used for different purposes. In everyday usage, tasks are seen as the commonplace goal-directed activities of everyday life such as cooking dinner, writing a letter, building a model. Tasks became more formalized as part of various kinds of vocational training in the 1950's and came into widespread use in school education in the 1970s.

Tasks as organized sets of activities play essential roles in classroom learning processes. Task-based approach is an approach that emphasizes the significance of the role of tasks in these processes. As learners in EFL contexts have fewer opportunities to practice language outside school, classroom activities become more important. Teachers and syllabus designers turn to the role of tasks and task-based approach in order to have a more effective teaching-learning environment. There are some important studies examining the use of task-based instruction and its focus on communicative competence. In Task-based approach, the center of the learning process moves to the students themselves and allows them to come to the realization that language is a tool to tackle and (re)solve real-world problems. The process of task-based learning itself teaches important skills. Students learn how to ask questions, how to negotiate meaning and how to interact in and work within groups. Within this group work, they are able to observe different approaches to problem solving as well as to learn how others think and make decisions. These are all skills that our students will need in order to be successful in the real world, regardless of which language(s) they use there.

In addition, task-based teaching provides students with the linguistic components they will need to accomplish these real-world tasks. These include: How to introduce themselves, how to talk about themselves, their families, their interests, their likes and dislikes, their needs, etc. in the right socio-cultural context. By moving the focus away from mechanical drills although such

drills do still have their place even today in language teaching, especially when teaching highly inflected languages task-based teaching focuses on communication and interaction, using appropriate language at the correct time.

The topic of the research is to fulfill the improvement in communicative competence and writing skill of the students with the application of Task-based approach. The main purpose is to explore the nature and content of the L2 discourse that arises from doing tasks, both from the teacher and from interaction among students, as it might relate to language development and related attitudes toward the use of such tasks. Its focus is on how tasks could promote oral and written peer interaction in the EFL classroom, which in turn might promote more effective target language learning. A further related purpose of the study is to describe student attitudes toward and perceptions of the use of tasks over time as these might affect their language development.

Applying different methods and techniques into the teaching process makes each lesson unique and special. For teachers of traditional methods, the lesson is considered to be always in a strictly plan, structure and manner of students. However, TBA designs much freer forms of lesson procedure in which mainly the students play the important role to react to the teacher's instructions and activities.

The research is based on the real situations and events which every teacher can come across whenever a new method is used. In the beginning, adjusting to the framework of the lesson and student-centered lesson form was not easy to accept for a few students. Thus, the setback is owing to the student's core knowledge in English or the very uncommon teaching method. However, the chief reason was students' role which was changed to the teachers' role as a presenter, creator and in some cases instructor. On the other hand, task-based language approach application seemed as not learning but acting and representing a specific task completion. Interacting with students always explaining a task sequences and duration I could find the answers to the research questions. In practice, once created a sample lesson plans and task procedure the teacher does not come across any problems. However, each student is a whole world, full of different interests and intentions. Thereby, it is essential to get to know their passion before the lesson by surveying.

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