

INTEGRATING GRAMMAR INTO TASK-BASED ESP LESSONS

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Abstract: Consideration of grammar in task-based English as a Specific Purpose (ESP) has grown to be a clique issue in the modern language teaching field. Although Task-Based Language Teaching (TBLT) puts more emphasis on the existence of meaning-based communication, other studies have indicated that form-based teaching is needed to promote a grammatically correct result. By integrating the major theoretical and empirical knowledge, this article offers a viable guide to ESP teachers. It maintains that grammar must be incorporated into meaningful activities using a focus-on-form strategy, and only in that way learners can become both communicatively competent and linguistically accurate.

Key words: Task-Based Language Teaching (TBLT), English for Specific Purposes (ESP), Focus on Form, grammar integration, communicative language teaching, authentic tasks, task cycle, learner-centered instruction, grammatical accuracy, fluency development, consciousness-raising, professional discourse, contextualized grammar, communicative competence

INTRODUCTION

Task-Based Language Teaching (TBLT) is a procedure that emphasizes purposeful communication by accomplishing tasks in the real world. A task is somewhat understood as an activity in which the learners apply language so that they reach a certain purpose, which is often an interaction and problem solving. TBLT provides a concretely promising framework in ESP situations, when a professional or academic aim of the learner in question involves use of the language. Fluency (meaning) and accuracy (grammar) is, however, one of the long history problems of TBLT. Initial sources of criticism indicated that TBLT can facilitate fluency as a means of neglecting the development of grammar. In recent studies, the tendency has moved towards the inclusion of grammar in the task as opposed to only teaching grammar as an independent entity because it provides a more balanced and efficient teaching model.

LITERATURE REVIEW AND METHODOLOGY

Task-Based Language Teaching (TBLT) is based on communicative language teaching and focuses on meaning-driven interaction, practice of the language in the real world, and a student-centered approach to teaching. Ellis defines a task as an activity, which is meaning-oriented, has a communicative goal it attempts to accomplish, the use of language can be flexible, and it has a specific outcome. This method is very related to English for Specific Purposes (ESP), in which a student must perform related communicative activities within domains which include: writing reports or carrying a meeting among other activities, which makes language learning more applicable and workable.

Focus on Form is a major idea in using grammar in Task-Based Language Teaching (TBLT) proposed by Long and developed by Ellis. In this strategy, grammar is not pre-taught in an extensive manner, but rather focus on form, occurs during or after communicative processes. Instruction is generally contextualized, short and reactive in nature which makes learners concentrate more on the meaning even though accuracy builds up. It has been found that allocating attention to the form between pre- and post-tasks can be successful in enhancing fluency and grammatical accuracy. Within the context of ESP, grammar is seen as contextually and functionally-oriented, and is more aligned with professional discourse and is best acquired through usage. Research also attests to the fact that grammar learning is better realised in task-based learning as opposed to being delivered in terms of traditional and isolated process.

DISCUSSION

A well-organized lesson in ESP, with the incorporation of grammar using Task-Based Language Teaching (TBLT), usually has a planned task cycle comprised of multiple steps. During the pre-task stage, the teacher introduces the topic and the context, gives the input, may it be in the form of texts, dialogues, or models, implicitly emphasizing language usefulness with minimal explanation. In the task stage, learners are involved in meaningful activities where accuracy is not the main emphasis as the main emphasis is on communication, giving the chance to communicate using grammar in a natural way. The teacher then moves on to the focus on form stage in which the teacher brings attention to significant grammatical structures, discriminative and selective feedback, short and contextualised descriptions are given. During the post-task phase, students repeat or build on the task, using the corrected or enhanced language and learners will use the task to identify, rehearse and internalize grammar within a context (Ellis, 2012; Long, 1991). This can incorporate grammar in various ways. Reactive focus on form is when the teacher reacts to the errors committed by learners during an undertaking, e.g. correcting tense use in a medical report. Adequately in advance attention to form entails projecting grammatical requirements of the learners and formulating activities eliciting

particular structures. Activities of building consciousness aim at getting the learner to analyze language patterns and gain awareness of grammatical rules. Studies indicate that an integration of these methods helps in building explicit and implicit knowledge (Ellis, 2003; Willis and Willis, 2007). The principles can be implemented in different professional areas in ESP situations. As an illustration, formal email writing with modal verbs and polite strategies can be practiced by Business English; doctor-patient communication with question and imperative constructions can be practiced by Medical English; and passive voice and sequencing can be used to describe processes in Engineering English. These activities are a representation of the real-life communication and thus the learning of grammar is meaningful and applicable (Hutchinson and Waters, 1987).

RESULTS

There are various benefits of integrating grammar in TBLT process such as enhancement of grammatical proficiency and fluency, higher motivation and active participation among the learners, enhanced learning through meaningful application and, communicative competence. Studies point to the fact that the results of grammar acquired through task-based teaching could be significantly higher than those of the traditional approach (Ellis, 2016). But this method has also its difficulties. The work of teachers can be hard to reconcile meaning and form, students can generate poor language and well designed tasks take a considerable amount of planning. Finally, it can be more effective to integrate TBLT with more form-oriented instruction, which is also known as task-supported teaching, in exam-oriented situations (Ellis, 2012). Depending on these positions, ESP educators are advised to create tasks that align with the demands of actual professions, ensure grammar is learned naturally through communicative tasks, focus on form is strategically provided, feedback is provided after the communication, and a combination between communicative and focus on form strategies is used when needed. Within this process, the role of the teacher changes to accommodate the learning activities and helps the learner to observe and deploy grammar in real meaningful situations (Long, 1991; Ellis, 2012).

CONCLUSION

One of these developments is the introduction of grammar into task-based ESP classes, which is a change of emphasis in teaching grammar: instead of focusing on the concept of rules, one ought to express themselves in a communicative and situational way. Teachers can facilitate fluency and accurate use of grammar by incorporating grammar into the task and using focus-on-form techniques. This method is quite appropriate in ESP situations, where learning a language needs to be in line with the professional

communication of the real world. In conclusion, grammar inclusion in TBLT offers viable and working model to the contemporary ESP pedagogy.

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