THE BASIC WAYS OF LEARNING TASK BASED LANGUAGE TEACHING (TBLT)

Student Of Uzswlu
Sodiqova Moxirabonu Baxromovna

Abstract: This article is intended to give essential information about learning and using Task-based language teaching (TBLT). Also it includes some basic ways of learning TBLT in English language. As we know, TBLT is an approach to language learning that focuses on engaging learners in meaningful tasks that require them to use the target language in authentic ways. TBLT can help learners develop their communicative competence, motivation, and autonomy, as well as their language skills.

Key words: TBLT, ways of learning TBLT, examples, experiment, reflection.

Task-based learning (TBL) is a teaching method that focuses on context and meaning. This approach is also called task-based instruction (TBI) or task-based language teaching (TBLT). In a task-based language learning class, teachers give students tasks to compete so that they can practise the language in a personalised and meaningful way. After completing the task, the teacher asks students to consider the language they used. However, the main focus of a task-based learning class is on the students actually doing the task itself. This reveals the language that is studied.

Task-based language learning uses practical tasks to help students find their own useful vocabulary and language structures. Example tasks might be going [food shopping](), [visiting the doctor](), [dealing with issues in an airport](), making a telephone call, being interviewed or conducting an interview, ordering a taxi, [complaining about a meal in a restaurant]() or resolving an issue in a shop. Task-based learning allows students to uncover their own vocabulary during the task.

Actually, Task-based language teaching (TBLT) is a broadly defined approach to language teaching research and practice which uses task as a unit of analysis for research and practice in communicative language teaching. It has been situated within experiential "learning by doing" educational philosophy espoused by Dewey and others (Long, 2015; Samuda & Bygate, 2008). As such, TBLT can be seen as an extension of a so-called 'strong' version of CLT where communication is seen as the major driving force in language learning (Howatt, 1984). In contrast to such a holistic and experiential approach, a weak version of CLT is often supported

by some kind of functional and/or formal syllabus, where communicative (production) tasks follow the presentation and practice of forms (Ellis, 2003). Ellis makes a similar distinction between task-based and task-supported language teaching (TSLT), in that TBLT uses task as the only unit of analysis for syllabus design, while TSLT uses task plus another unit, such as linguistic forms, functions, skills, lexis or concepts. TBLT represents a development from CLT in its principled and systematic incorporation of a focus on formal properties of the language, on one hand, and a return to CLT's conceptual foundations in its ability to bring together content, methodology and experience, on the other hand (Samuda & Bygate, 2008, p. 57)

As we come to the basic ways of learning, understanding and using TBLT, there are many essential steps or tips to learn this approach completely.

1. Reading about TBLT

One of the first steps to developing your learning and understanding of TBLT is to read about its principles, benefits, and challenges. There are many books, articles, and websites that explain the theoretical and practical aspects of TBLT, such as the works of Rod Ellis, David Nunan, and Jane Willis. You can also find examples of task-based lesson plans, activities, and materials that you can adapt or use in your own classes. Reading about TBLT will help you gain a solid foundation and a critical perspective on this approach.

2. Observing TBLT in action

Another way to develop your learning, understanding and using of TBLT is to observe how other teachers implement it in their classrooms. You can do this by watching videos of task-based lessons, visiting other teachers' classes, or joining online communities of practice. You can also ask for feedback from your colleagues, students, or mentors on your own task-based lessons. Observing TBLT in action will help you see how it works in different contexts, levels, and settings, and what challenges and opportunities it presents.

3. Experiment with TBLT

A third way to develop your learning and understanding of TBLT is to experiment with it in your own teaching practice. You can start by introducing some simple tasks that relate to your students' needs, interests, and goals, and that provide opportunities for meaningful interaction and feedback. You can also try different types of tasks, such as information-gap, problem-solving, or project-based tasks, and see how they

affect your students' engagement, performance, and learning outcomes. Experimenting with TBLT will help you discover what works best for you and your students, and how to adapt and improve your task design and implementation.

4.   Reflecting on TBLT

A fourth way to develop your learning and understanding of TBLT is to reflect on your own experiences and beliefs about it. You can do this by keeping a journal, writing a blog, or participating in a discussion group. You can also use tools such as surveys, questionnaires, or interviews to collect data from your students, colleagues, or managers on their perceptions and attitudes towards TBLT. Reflecting on TBLT will help you identify your strengths and weaknesses, challenges and solutions, and goals and actions related to this approach.

5.   Learning from TBLT experts

A fifth way to develop your learning and understanding of TBLT is to learn from the experts who have researched, developed, and promoted this approach. You can do this by attending workshops, webinars, or courses on TBLT, or by joining professional associations or networks that focus on TBLT. You can also follow the latest trends, developments, and innovations in TBLT by reading journals, newsletters, or blogs, or by subscribing to podcasts, newsletters, or social media channels. Learning from TBLT experts will help you stay updated, inspired, and informed about this approach.

Basically, TBL is an approach to teaching that was originally used by second or foreign-language teachers. It is an approach that stems from **Communicative Language Teaching** (CLT) – a language teacher methodology – which emerged in the 1970s. Language teachers originally adopted Task-Based Learning for a variety of reasons with the most important being the desire to make their classrooms more **student-centered, communicative, and collaborative** by incorporating more interactive tasks.

In addition, Task-Based Language Teaching (TBLT) has got a principal focus that is on the completion of meaningful tasks. Such tasks can include **creating** a poster, **producing** a newsletter, video, or pamphlet, or **designing** a map of the school or neighborhood.

In conclusion, we can say that, Task-Based Learning (TBL) is all about your students' **creating, producing, or designing something** in class in which it could be anything or anything at all. TBL includes the **21st Century skills** of

Communication, Collaboration, Creativity, and Critical Thinking and can also be described as a short interactive assignment that results in a finished product.

So, Task-Based Learning has many interpretations and you, the teacher, can adapt and make anything your own. Although TBL was originally developed with language teachers in mind, the core of every Task-Based Learning lesson, as the name suggests, is the task. A Task-Based approach offers an alternative for teachers who are interested in creating a more student-centered environment in their classroom. In a task-based class, the lesson is based on the completion of a central task and its presentation.

References:

1.   Breen, M. 1989. The evaluation cycle for language learning tasks. In R. Johnson (ed.) The second language curriculum (pp. 187-206). Cambridge: Cambridge University Press.

2.   Bygate, M., & Samuda, V. (2008). Tasks in second language learning. New York, NY: Palgrave Macmillan.

3.   Ellis, R. (2003). Task-based language learning and teaching. Oxford, U.K: Oxford University Press.

4.   Long, M. & Crookes. G. (1992). Three approaches to task-based syllabus design. TESOL Quarterly, 26(1), 27-55.

5.   Willis D. and J. Willis (2007) Doing Task-based Teaching. Oxford: Oxford University Press.

6.   Willis J. (1996) A Framework for Task-based Learning. Harlow: Longman Pearson Education.