EFFECTIVE IMPLEMENTATION OF (TBLT) IN THE PROCESS OF TEACHING MEDICAL STUDENTS.

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Abstract: This article examines Task-Based Language Teaching (TBLT), a cutting-edge method of teaching languages that emphasizes learning via engaging tasks. It goes over the TBLT tenets of task complexity, meaningful communication, and authenticity and emphasizes how these factors support learner motivation and fluency. It also covers how to apply TBLT, with a focus on principles, features, implementation and language focus. The advantages and disadvantages of TBLT, including improved language skill integration, cognitive development and lack of motivation, excessive guidance are also covered in the article. The article's overall findings highlight the value of TBLT in developing communicative competence and getting students ready for language usage in everyday situations.

Key words: Task-Based Language Teaching method, authenticity, meaningful communication, cognitive benefits, promotion of fluency, benefits, drawbacks, integration, real-world scenarios.

Introduction. The idea that meaningful tasks should serve as the main means of instruction is the foundation of task-based language teaching, or TBLT. This methodology is a sharp contrast to conventional language teaching approaches, which frequently emphasize mechanical memorizing of vocabulary lists and grammar rules. Instead, via the use of authentic scenarios and active engagement with the target language, TBLT immerses learners in tasks that are relevant to

everyday life. TBLT promotes both linguistic competence and communicative competency by placing language learning within scenarios that are similar to real-world communication settings. It is encouraged for learners to engage in purposeful language use by interacting, negotiating meaning, and solving problems. In addition to increasing motivation and engagement, this dynamic approach encourages deeper language learning and retention.

Principles of TBLT:

Authenticity: Tasks in Task-Based Language Teaching (TBLT) are genuine, pertinent to the needs and interests of learners, and replicate real-world scenarios. Learners are motivated by this authenticity, which also makes it easier for language abilities to be used in real-world situations.

Meaningful Communication: Rather than emphasizing grammatical precision, TBLT encourages students to concentrate on communicating meaning. Learners gain fluency and communicative ability through real-world encounters.

Task Complexity: Differentiation based on learners' competency levels and learning objectives is possible thanks to the varying complexity and difficulty of TBLT tasks. Complex assignments encourage deeper language acquisition by putting learners to the test using a variety of linguistic abilities and tactics.

Features of Task-Based Language Teaching (TBLT):

1. Students are motivated to use language in an imaginative and spontaneous way through tasks and problem solving;

2. Students concentrate on a relationship that is similar to real-world activities.

3. The main focus of assessment is task result

4.TBLT is mainly focused on the students.

**Application of TBLT*:*

Trained behavior-based learning (TBLT) requires deliberate task design, scaffolding, and teacher involvement. The tasks must to be realistic, interesting, and within the reach of the students' level of skill. Throughout the task cycle, teachers offer assistance and feedback to help students complete the tasks successfully and advance their language development.

Work cycle:

Through the task cycle, students can use the language they currently know to complete the assignment and then, with teacher assistance, refine that language while preparing their task report. When students most need it, during the planning phase and following the report, they receive feedback from the teacher. Depending on the nature of the activity, there are several opportunities to be exposed to language in use. While the teacher supervises and provides support, the students work in groups or couples to complete a task utilizing the linguistic resources at their disposal.

Organizing

To inform the class of what transpired during their job, how they completed it, and what decisions or discoveries they made, students prepare a brief oral or written report. They rehearse their speech in their groups after that. Instructors need to make sure that the report's goal is evident. In addition, the teacher is accessible for the students to consult with on any language-related inquiries they may have. Clearly, the teacher serves as a linguistic advisor, providing feedback and assisting students with organizing or drafting written reports as well as correcting, rephrasing, or practicing oral reports.

Examine and report

After that, students read their written reports aloud or give an oral presentation of their spoken reports to the class. Which student group presents their report is chosen by the teacher, who may also provide them with some brief feedback regarding the format and substance. At this point, the teacher serves as

the chair and allows the pupils to compare their work to a recorded example of someone else completing the same activity.

Focus on language

During the language focus phase, certain aspects of the language that are inherently present in the language used during the task cycle can be examined more closely. The students are now prepared to concentrate on the particular language forms that convey the meaning because they have already worked with the language and processed it for meaning

• *Evaluation*

After then, the instructor highlights pertinent passages from the recording's text for the students to consider. To catch students' attention, they could urge them to point out intriguing details in the text or bring in more helpful words, phrases, and patterns. In order to analyze the reports, the teacher can also draw attention to the terminology that the pupils used. In the interim, the students look over and talk about particular passages in the text or recorded transcript. .

Practice

Lastly, practice exercises are led by the instructor. The first step involves choosing which language domains to practice according to the students' needs and the findings from the task and report stages. After that, in order to boost their confidence and record helpful phrases, the pupils complete practice exercises. However, students can also practice additional elements that appear in the report or task text stages.

Benefits of TBLT:

1. *Enhanced Motivation:* Engaging in meaningful tasks motivates learners by providing a clear purpose for language use. The relevance of tasks to learners' lives fosters intrinsic motivation and a positive attitude towards language learning.

2. *Promotion of Fluency:* TBLT emphasizes the development of fluency through authentic communication. By engaging in task-based activities, learners practice using the language in context, leading to improved speaking and listening skills.

3. *Integration of Skills:* Tasks in TBLT often require the integration of multiple language skills, such as reading, writing, speaking, and listening. This integrated approach reflects real-world language use and promotes holistic language development.

4. *Cognitive Benefits:* TBLT encourages critical thinking, problem-solving, and creativity as learners work to complete tasks. These cognitive skills contribute to deeper language processing and long-term retention of language knowledge.

Disadvantages of TBLT:

Although TBLT has produced very positive results in certain context (example, small class sizes of immigrant children), like every method that has preceded it, TBLT is also has revealing weakness:

1. *Limited implementation of grammar and vocabulary:* There is no acquisition of new grammar or vocabulary features.

2. *Teacher-oriented:* Everything is left to the teacher.

3. *Lack of motivation:* Not all students are or will be motivated by TBLT.

4. *Excessive guidance:* Some students need more guidance and will not or cannot `notice´ language forms (grammar) or other elements of accuracy. Students typically translate and use a lot of their L1 rather than the target language in completing the tasks.

In conclusion, Task-Based Language Teaching offers a dynamic and effective approach to language education, emphasizing meaningful communication, authentic tasks, and learner-centeredness. By engaging in task-

based activities, learners develop fluency, communicative competence, and critical thinking skills, preparing them for real-life language use. Through thoughtful implementation of TBLT principles, features, work cycle, language focus, delimitation of advantages and disadvantages, educators can create engaging and enriching language learning experiences that empower learners to achieve linguistic proficiency and confidence.

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