

**Kadirova Marg'uba Buriyevna and Nosirova Arofat Erkinovna****General principles on task-based language teaching****Annotation:**

This article is devoted to how to design a second language curriculum (an educational program describing what is to be taught to, and what should be learnt by, a particular group of learners), or a second language syllabus (a collection of tasks or activities aimed to assist the teacher in organizing classroom activity).

Keywords: a classroom activity, pedagogic tasks, task-based language learning (TBLL), syllabus, methodology.

Annotatsiya:

Bu maqola ikkinchi til o'quv dasturini (ma'lum bir o'quvchilar guruhi nimani o'rgatishi va nimani o'rganishi kerakligini tavsiflovchi ta'lim dasturi) yoki ikkinchi til dasturini (o'qituvchiga sinf faoliyatini tashkil qilishda yordam berishga qaratilgan vazifalar yoki tadbirlar to'plami) loyihalashtirishni o'rgatish usullarini namoyon qilishga bag'ishlanadi.

Kalit so'zlar: sinf faoliyati, pedagogik vazifalar, vazifa asosida til o'rganish (TBLL), o'quv dasturi, metodika.

Аннотация:

В этой статье описывается учебная программа по второму языку (образовательная программа, которая описывает, чему должна учить конкретная группа учащихся) или учебная программа по второму языку (набор задач или мероприятий, направленных на то, чтобы помочь учителю организовать занятия в классе).

Ключевые слова: аудиторная деятельность, педагогические задачи, изучение языка на основе задач (TBLL), учебный план, методика.



There are three basic questions that need to be answered in this article:

1. What particular *language learning goals* need to be reached by the learner?
2. How can *educational activities* be designed and organized in order to stimulate and support learners into reaching these language learning goals?
3. How will the students' learning processes and outcomes be *assessed and followed up*?

Keeping the attention on the research topic “Task-Based Learning and Teaching in Integrated Skills Course”, we focus on the first two questions.

First of all, it is important to note that task-based language learning (TBLL) is also known as task-based language teaching (TBLT) or task-based instruction (TBI), and the three terms express the same meaning. In this research work, the term task-based language teaching is used.

As for the answer to the question what is to be taught will be basically the same for most courses that are currently being designed. Ultimately, all modern language courses aim to develop learners' ability to use the target language in real communication. This is to general goal—we should narrower it into more concrete and operational goals that can design the different components of a curriculum or syllabus, down to the level of separate lesson activities. A key distinction can be made between curricula/syllabuses in terms of linguistic content (element of the linguistic system to be acquired) and curricula/ syllabuses in terms of language use (the specific kinds of things that people do with the target language). Task-based curricula/ syllabuses belong to the second category: they formulate operational language learning goals not so much in terms of which particular words and grammar rules the learners need to acquire, but rather in terms of the purposes for which people are learning a language the tasks that the learners will need to be able to perform.

And in front the author puts the question: “What is, then, the task itself?” As a conclusion of various definitions by different scholars, it is stated that *anything related to educational activity can now be called a task*.



As Long (1985) stated above tasks are activities ('things people do'), however these activities are goal directed. In the book "Task-Based Language Education" the author illustrate his view on Long's definition that painting a fence becomes a language task if it cannot be performed without some use of a language (e. g. understanding instructions given by a partner, reading the instructions on the paint pot). The answer to the first question is that, the language learning goals of a curriculum/ syllabus is basically a matter of describing the tasks the language learner needs to be able to perform and of describing the kind of language use that the performance of these tasks necessities.

The second question raised above refers to how language learners can be stimulated and supported in order to develop the functional language proficiency they need to be able to perform target tasks. In this research work, we should answer the question of *how educational activities for the second language classroom should be designed, sequenced and organized in order to facilitate second language learning.*

Different scholars answered the question through linguistic approach, synthetic approach and TBLT (task-based language teaching). Let's focus on the last one: in contrast to the rest, task-based syllabuses do not chop up language into small pieces, but take holistic, functional and communicative 'tasks' rather than any specific linguistic item, as the basic unit for the design of educational activity:

It is claimed, rather that (pedagogic) tasks provide a vehicle for the presentation of appropriate target language samples to learners – input which they will inevitably reshape via application of general cognitive processing capacities – and for the delivery of comprehension and production opportunities of negotiable difficulty. New form-function relationships in the target language are perceived by the learner as a result. The strengthening of the subset of those that are not destabilized by negative feedback, their increased accessibility and incorporation in more intricate associations in long-term memory, complexifies the grammar and constitutes SL development. (Long and Crookes, 1993:39)

From a task-based perspective then, people not only learn language in order to make functional use of it, but also by making functional use of it (Van den Branden and Van



Avermaet, 1995): if, for example, teachers aim to stimulate their learners' ability to understand and give road instructions. As such, the traditional distinction between syllabus i. e. what is to be taught, and methodology i.e. how to teach, is blurred in TBLT because the same unit of analysis (task) is used (Long, 1985).

Below a number of definitions are listed that describe the key features of *tasks* as the basic unit for *educational activity*. Breen's definition of the term task can be applied here, as well.

According to **Krahnke (1987)**, the defining characteristics of task-based content is that it uses activities that the learners have to do for non-instructional purposes outside the classroom as opportunities for language learning. Tasks are distinct from other activities to the degree that they have non-instructional purposes.

Prabhu (1987) stated that an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process was regarded as a task.

As for **Candlin (1987)**, he claims that a task is one of a set of differentiated, sequencable, problem-posing activities involving learners' cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu.

Nunan (1989) notes that task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form.

Skehan (1998) argues that a task is an activity in which:

- meaning is primary
- there is some communication problem to solve
- there is some sort of relationship to comparable real-world activities
- task completion has some priority
- the assessment of the task is in the terms of outcome

Lee (2000) notes that, a task is (1) A classroom activity or exercise that has:



(a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate and/or produce the target language as they perform some set of workplans.

As for **Ellis (2005)**:

“A workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate prepositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, oral or written skills, and also various cognitive processes.”

These definitions suggest that there should be close link between the tasks performed by the learners in the language classroom and in the outside world. The things learners do with the target language in the classroom (i. e. classroom tasks) should be related to, or derived from, what the learners are supposed to be able to do with the target language in the real world (target tasks).

Most of the definitions above mentioned, emphasize that the learners' attention should primarily be directed towards meaning exchange. Classroom tasks should facilitate meaningful interaction and offer the learner an opportunity to process meaningful input and produce meaningful output in order to reach relevant and obtainable goals. In other words, tasks invite the learner to act primarily as a language *user*, and not as a *learner*. Tasks are supposed to elicit the kinds of communicative behaviour (such as the negotiations for meaning) that naturally arises from performing real-life language tasks, because these are believed to foster language acquisition.

For all its focus on meaning, task-based language teaching does not exclude a focus on form. In fact, according to some scholars TBLT ... is an attempt to harness the benefits of a focus on meaning via adoption of an analytic syllabus, while simultaneously, through use of *focus*



on form (not forms), to deal with its known shortcomings, particularly rate of development and incompleteness where grammatical accuracy is concerned. (Long and Norris, 2000: 599)

Many authors of the definitions above stress the fact that tasks are merely workplans for mental activity (Breen, 1987; Murphy, 2003). Task designers can invite, ask and demand the learner to do meaningful things with language and meanwhile pay attention to particular forms, but they cannot force the learner into anything. Learners are set to work in TBLT. They are asked or invited to reach certain goals and to make functional use of language in general (Kaufman, 2004; Steffe and Gale, 1995, Vygotsky, 1978), language learning is regarded as:

- a) an 'active' process that can only be successful if the learner invests intensive mental energy in task performance;
- b) nor with the instructor

If we compare TBLT to language teaching methodologies in which the teacher takes up a dominant role by selecting, sequencing and presenting course content, evaluating task performance or other aspects of educational activity, in TBLT, the learner takes up the central role: he is given a fair share of freedom and responsibility when it comes to negotiating repertoire during task performance, discussing various options for task performance and evaluating task outcomes (Benson, 2011; Breen and Candlin, 1980; Nunan, 1988; Shohamy, 2001). In the same way, the role of the teacher in TBLT is to motivate learners to engage in natural communicative behaviour, supporting them as they try to perform tasks and evaluating the process of task performance as much as the eventual outcome (Dornyei, 2002, Freeman and Richards, 1996,)Richard Amato, 2003, Samuda, 2001).

Sum up, in TBLT, the 'task' is used as the basic unit of analysis at the levels of goals ('syllabus'), educational activities (methodology) and assessment. At these three levels, 'task-based' refers to the fact that:



- the attainment goals of a second language course are, first and foremost, derived from an analysis of why people are learning the second language and what functional things they want/need to use it for (‘target tasks’);
- learners will acquire the language proficiency to perform these target tasks, first and foremost, by being asked and motivated to try and perform these, or similar, tasks (‘pedagogical tasks’) and being internationally supported while doing so;
- the most direct way to evaluate the learners’ language proficiency is to assess the extent to which they are able to perform the target tasks, or, for the same matter, intermediate tasks (‘assessment tasks’).

