Dildora Rahmonova
Namangan State University
Teacher

Durdona Boychayeva
Namangan State University
Teacher, Uzbekistan

TASK-BASED LANGUAGE TEACHING APPROACH IN ESP CLASSROOM

Abstract: *Upper-level English classes often pose some problems for teachers. At some universities or at the institutions, upper-level students learn English by using the technical language of their degree program, such as law, medicine, engineering, business, information technology, or some other fields known as English for Specific Purposes (ESP), this type of English instruction integrates the specialized subject matter of the field into the classroom. ESP requires the acquisition of highly specialized terminology and the ability to explain formal processes as students are prepared for acquiring the high-level competence that they will have to demonstrate in their chosen profession. This advanced material is often difficult and challenging which make students become easily nonresponsive. This article presents possible good solutions: that is task-based learning approach (TBL), an overview TBL and highlights its advantages over the more traditional Present, Practice, Produce (PPP) approach.*

Key words: *TBL approach, PPP approach, experiential learning.*

Language: *English*

Citation: Rahmonova, D., & Boychayeva, D. (2019). Task-based language teaching approach in ESP classroom. *ISJ Theoretical & Applied Science, 12 (80),* 173-175.

Soi: http://s-o-i.org/1.1/TAS-12-80-34   *Doi*: crossref https://dx.doi.org/10.15863/TAS.2019.12.80.34

Scopus ASCC: 3304.

Introduction

UDC 81-13

The emergence of English as a global language has strengthened the rational for a task-based approach to language pedagogy, because it gives learners in English as foreign language environments not only the opportunity but, indeed, the need to use the language for authentic communication. Today, modern English becomes a tool of communication rather than an object of study. This trend is almost certain to increase. Millions of language learners around the world will have opportunities for the authentic use of language. TBLT focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLT become a popular for developing target language fluency and student confidence. In TBLT, learners acquire the language primary through using the language in carefully structured situations.

Materials and Methods

There is one popular notion "learning through doing" in teaching EFL. This notion of learning through doing has its roots in experiential learning which language educators see as a process of building bridges between what learners already know and what they have to learn. The most articulate application of experiential learning to language teaching is provided by the scientist Kohonen (1992): Experiential learning theory provides the basic philosophical view of learning as part of personal growth. The goal is to enable the learner to become increasingly self-

directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences. Instead of the teacher setting the tasks and standards of acceptable performance, the learner is increasingly in charge of his or her own learning. In many respects, Kohonen's model can be seen as a theoretical blueprint for TBLT:

▪ Encourage the transformation of knowledge within the learner rather than the transmission of knowledge from the teacher to the learner.

▪ Encourage learners to participate actively in small, collaborative groups.

▪ Embrace a holistic attitude toward subject matter rather than a static, atomistic and hierarchical attitude

▪ Emphasize process rather than product, learning how to learn, self-inquiry, and social and communication skills.

▪ Encourage self-directed rather than teacher-directed learning.

▪ Promote intrinsic rather than extrinsic motivation. (Kohonen 1992)

These principles see learning as a collaborative and transformative rather than a transmissive process, one in which the teacher creates an environment within which the learners take control of their own language learning. Now, it is time to look more directly at what we mean about how to design task-based learning tasks. One of the most important features of TBLT is that task authenticity and text authenticity which focus of using spoken and written material that has been produced for purposes of communication, not for the purpose of language teaching. The authentic texts are intended to assist learners to develop strategies for comprehending such texts in the world outside the classroom. According to Rod Ellis (2003), aim of focused are to introduce learners to process, receptively or productively, some particular linguistic feature, for example, a grammatical feature. Focused tasks have two aims: one is to stimulate communicative language use; the other is to target the use of a particular predetermined target feature. A task has four main characteristics: Rod Ellis (2003)

1. A task involves a primary focus on (pragmatic) meaning.

2. A task has some kind of 'gap' (Prabhu identified the three main types as information gap, reasoning gap, and opinion gap).

3. The participants choose the linguistic resources needed to complete the task.

4. A task has a clearly defined, non-linguistic outcome.

Richard Frost introduces lesson stages of task-based teaching below.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language. "Opinion exchange" tasks can be used to practise for students to work in pairs, using mobile phones as classroom usage, they are typically open-ended. Students are distributed different kind of cue cards describing various situations which are intended to complete tasks in pairs. The choice of words could be simple everyday expressions or phrases that are often used to carry on the conversation. This technique is great fun and provides plenty of speaking practice as the students work hard with their partners. Here are some examples for pre-intermediate level classes:

Card 1: Making a phone call to get flight information; Sometimes booking a flight and a hotel over the phone seems a bit difficult, however it is not, if you can use essential words and expressions concisely.

- "I'd like to enquire about flights to…"
- "Could you tell me about the flight availability and prices?"
- "I'd like to book a hotel room…"
- "Is there a discount rate for…"

Card 2: Ordering food at a restaurant by phone;

-"Could I book a table for two people for 4 p.m, please?"

-"What do you recommend?"

-"Could we have…?"

Card 3: To open a bank account;

-"I'd like to open a personal account?"

-"What's the exchange rate for euros?"

-"Could I order a cheque book, please?"

Conclusion

A brief outline of the advantages of TBLT of this article enables the following conclusions: TBLT offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. TBLT makes students to complete super-tasks such as writing resume, making appointment, taking in part in an interview, renting an apartment and etc. It is a strong communicative approach where students spend a lot of time for communication and it is also enjoyable and motivating.

References:

1. Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
2. Ellis, R. (2003). *Task-based language teaching and learning*, Oxford, UK: Oxford University Press.
3. Kohonen, V. (1992). *Experiential language learning:* Second language learning as cooperative learner education.
4. Wills, J. (n.d.). *"A Framework for Task-Based Learning"*. Longman.
5. Willis, D., & Willis, J. (2007). *"Doing Task-Based Teaching"*. OUP.
6. Frost, R. (n.d.). *"A task-based approach"*.
7. Jalolov, J., Mahkamova, G., & Ashurov, S. (2015). *English language teaching Methodology*. Tashkent.
8. (n.d.). Retrieved 2019, from www.teachingenglish.org.uk
9. (n.d.). Retrieved 2019, from https://www.teachingenglish.org.uk/article/a-task-based-approach
10. (n.d.). Retrieved 2019, from www.willis-elt.co.uk
11. Farhodzhonova, N. F. (2016). *Problemy primenenija innovacionnyh tehnologij v obrazovatel'nom processe na mezhdunarodnom urovne.* In Innovacionnye tendencii, social'no-jekonomicheskie i pravovye problemy vzaimodejstvija v mezhdunarodnom prostranstve (pp. 58-61).