Foreign Language Teaching Methods in Task-Based Learning

Farida Shukurova
FLTM Department
Azerbaijan University of Languages, Azerbaijan
Email: shukurovafarida22@gmail.com

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Abstract
This article explores various aspects of task-based language teaching, a method of foreign language teaching. The current paper will analyze recent studies on task-based teaching of a foreign language will be analyzed in a way, and its advantages and various manifestations. First, the nature of task-based language learning and its role in communication will be discussed. Later, the main characteristics of this method, the roles of teacher and student will be studied. Finally, the advantages and disadvantages of this method will be discussed. In traditional learning (grammar translation, listening-speaking) the language is taught to foreigners or second language learners in a group. In this case, the focus is on the language itself. Rather, it is not any information that language carries or how it is used. The teacher's goal is to teach his students new vocabulary and grammatical rules of the language.

Keywords: Language teaching, methods, task-based learning, teacher and student, traditional learning

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Introduction

In this study, how to use Task-Based Teaching (TBT) as a foreign language in the development of speaking skills and the advantages of its use were discussed. Speaking skills have been a difficult and neglected area in the teaching of a language as a foreign language. Speaking, which is one of the easiest ways to communicate and express oneself, is at the top of the list of language skills that need to be developed the most for a foreign language learner. The development of speaking skills is discussed based on need, task, and communication. In this study, the relationship between speech and communication is explained, and how the development of speaking skills will take place according to the task-based method is explained by creating examples. Three different examples of application, beginner level, intermediate level, and advanced level, have been planned and prepared in accordance with the principles of the Task-Based Learning Approach.

The topic of how to teach the language has been discussed a lot and many linguists have put forward different views and methods on this issue. The subject of language teaching differs from the subject of mother tongue acquisition and foreign language teaching, and the methods and techniques used differ completely with the change of the target audience. It is necessary to analyze the concepts of language teaching and foreign language teaching to make the studies in these subjects more healthy and to create more effective materials. It will be useful to consider the development of each concept in the historical process, new approaches, and methods one by one.

The situation of how language teaching should be over the years has been a situation that educators who work on language teaching, like today, have also focused on and examined. Various methods were used in the process and when a problem occurred in a method, practices such as testing different methods or developing methods were used. He states that many studies have been carried out to achieve a standard in language teaching and language learning, and even to determine the most effective teaching method. Because the world is constantly changing, people's needs and expectations for language learning also differ (Jebeji, 2006).

People want to learn a foreign language for different reasons and they resort to various ways to meet this. In fact, in a constantly changing and evolving environment, language teaching methods can't continue to exist in the same way without changing and evolving to satisfy people's desire to learn the language.

According to Lightbrown and Spada (1999), communicative, task-based language learning focuses on interaction, conversation, and the use of language, rather than learning the language itself. Task-based language learning is a method of language learning that involves doing a task we know using the target language.

Thus, education is constantly evolving and providing teachers with new or different methods in the classroom. Learning any language is like learning to ride a bike or learn to surf. So, there must be responsibility and willingness to take risks. With practice you will never forget the language, of course, you will try, make mistakes, and learn from them. Memorizing lots of grammar and vocabulary examples will certainly not help you unless you try to use them in real life. Therefore, Suleymanova (2018) teachers advise their students to do the task together in class. This is called “task-based learning” (p.14).

Literature Review

Task-Based Learning is a different method in foreign language teaching. This method allows the student to participate in a real life situation. Thanks to this method, students are exposed
to different situations of real life and have to communicate orally to complete the tasks given to them. Task-Based Learning allows the student to use their existing language skills.

“Modern Teaching Technologies” (2012) gives priority to the intellectual and moral development of students in new teaching technologies. It is necessary to teach new technologies so that pieces express their ideas in a clear and logical sequence. These methods ensure students' creativity and development, formalize their high reputation.

In particular, according to “Language Aptitude Theory and Practice” (2023), the main goal in language teaching is to reach a level that can meet the needs of daily life in the language the individual learns. The quickest and easiest way to do this is to expose learners to as much of the target language as possible. Like learning a child's mother tongue, learning a second language can be easily accomplished in a completely natural environment or in environments very close to the natural environment.

Also, “Advantages of Using the Task-Based Teaching Method in Listening Skills in Teaching Turkish as a Foreign Language” (2009) emphasizes the individual's communicative abilities in the application of this method.

“A Study on Task-Based Language Teaching from Theory to Practice” (2010) and the first goal of Task-Based Teaching is to create gains according to the needs of the target language learner. It is important how much the individual wants to learn and at what level to develop.

Thus, “Task-based teaching of English, Scientific Work” (2018) education is constantly developing and provides teachers with new or different methods in the lesson. Learning any language is like learning to ride a bike or learning to surf. So, there must be responsibility and willingness to take risks. With practice you will never forget the language, of course you will try, make mistakes and learn from them.

Method

The training process is a complex process. It is important to organize it appropriately. Principles play an important role in the appropriate organization of training.

In this regard, descriptive, comparative, and statistical methods were used in the research article.

Didactics, being a theory of training, reveals the objective laws and regularities of training and determines the ways of using them. Training principles are derived from training laws.

The principle is a set of ideas adopted to organize educational activities according to the laws of didactics. The principle also means using the existing laws in didactics and organizing the activity in accordance with the requirements of those laws.

Teaching principles serve the implementation of important tasks of didactics. The principles set the teacher such tasks that, by following them, he achieves high educational success for the students.

The principles that determine the general direction of the teacher's activity during training are classified in different ways in the pedagogical literature.

In the textbook “Pedagogy” written by Slasteni (2012) together with other authors, the principles of training are classified as follows: “scientific, application of training, consistency and systematicity of training, individual approach in training, provision of creative development in training, consideration of the degree of difficulty of training and the ability of the subject depending on the degree of complexity adaptation” (p.112).
Based on the examples we have shown regarding the classification of principles, it can be said that the principles of education have not been fully resolved in both traditional and modern pedagogical literature. Because educators approach the principles from different aspects. What is certain is that there is a certain mechanism in the training process. Noting that training principles are the mechanism that ensures success in training, E. Ibrahimov (2020) says: Even if training methods or technologies change, relevant principles will always be there (p. 31).

**Task-Based Learning Methodology**

What is task-based learning? Task-Based Learning is a different method in foreign language teaching. This method allows the student to take part in a real-life situation. Thanks to this method, students are exposed to different situations of real life and they have to communicate verbally to fulfill the tasks assigned to them. Task-Based Learning allows the student to use the language skills they have at their current level. It provides the student with the opportunity to develop the foreign language skills he is learning through the use of the language. This method sets a goal for the student to achieve and in this way keeps the student's center of attention. As a result, language becomes a tool and the use of language becomes a necessity. Why do we have to choose the Task-Based Learning Method to teach a foreign language? We have to ask ourselves this question because if we, as foreign language teachers, do not know which method to use when teaching a foreign language, or if we cannot establish a link between the students who have different learning styles and the learning methods by which they can learn the foreign language, and also the level of the students, the educational tools to be used. If we do not take into account the materials and learning processes of the students, then we cannot teach a foreign language either. Therefore, when we choose the Task-Based Learning Method, the foreign language teacher should have a clear and defined purpose. After the Task-Based Learning method is chosen as the language teaching method, the teacher realizes that “the teaching phenomenon by itself cannot determine how the student's foreign language is learning”, and thus “teachers and students cannot choose what needs to be learned”. Elements in the target language do not take place in a prescribed order (Skehan, 1996).

This means that we, as teachers, have to relinquish control of the learning process. We must certainly acknowledge the fact that we cannot control what each student learns after a bilingual lesson, for example, and as P. Skehan (1996) says, “Instruction has no effect on language learning” (p. 21).

In the Task-Based Learning Method, the student should be exposed to the target foreign language as much as possible to observe the foreign language only. Then the student should make various inferences about the target language and as a result, he should experience this language. One of the main aims of choosing the Task-Based Learning method is to increase student activity; The Task-Based Learning method is a completely student-centered foreign language teaching method. It is absolutely not related to teacher-oriented activities, and this method allows the teacher to create different tasks for the student he is dealing with, to experience the foreign language he is learning instantly and individually.

Each task will provide the student with a new personal experience through the use of the foreign language, and at this point, the teacher has a very important role to play. The teacher has to take responsibility for the awareness-raising process related to foreign language learning. This process has to follow the implementation process of the task activities. The awareness-raising process, which is a part of Task-Based Learning, is of great importance for the success of the Task-
Based Learning method. At this point, the teacher has to help the students to notice the similarities and differences and they have to help the students to correct, clarify, and deepen their foreign language perceptions (Lewis, 1993).

Considering all these issues, it can be concluded that the essence of the Task-Based Learning method is to learn a foreign language by trial and error. In other words, in a sense, Task-based Learning is a method of learning a foreign language by experiencing it. Tasks are a set of activities used by the learner of the target language for a communicative purpose. This is how Willis defined “tasks”. According to this description, a task can be anything from a puzzle to making a reservation at the airport.

A Task-Based Approach to Language:
- It allows the matching of student needs with needs analysis.
- Supported by classroom-centered language learning research findings.
- Allows evaluation based on Task-Based criteria.
- Allows format-oriented instructions. For these reasons, we have to choose the topics that will accelerate the language development of the students. These topics should be in a way that both motivates students and draws their attention.

The Nature of New Teaching Technologies

The active or interactive education methods used in the education system of the developed Turkish tattoos are used in the education institutions of our republic. These methods have a special place in the formalization of the shared figure. Without humanizing, humanizing, and democratizing education, it is not possible to formalize the shameful personality. The principle of humanizing education is based on social, human, and civic ideas. “The main spirit of reform, which he is known to be, consists of humanizing, humanizing, democratizing, differentiating, and integrating some principles. These principles are the national background, the creation of the world education system based on the national basis, the formation of the collection area, and some formalization of the education-decision process. In the new teaching technologies, the intellectual and spiritual development of the students is given priority. The teaching of new technologies is necessary for shards to express their own ideas with clarity and logical succession. These methods ensure the development of creativity and creativity of the poets, and formalize their high reputation (Nezerov, 2012).

As the teaching method, it is a multiparameter understanding, and it is used to bring the subject of the teaching, its law, its laws, and its principles into a meaningful life. The arbitrary performance of təlimin maqsədi, məzmunu is suspended from the practical possibilities of the chosen methods. These possibilities are provided by the available methods and they give a snag on the developmental speed of the didactic system. The more the methods applied in the teaching lead to the development, the higher the training will be.

In this sense, interactive delivery methods are superior.

Since inventive, result-oriented training fulfills three main functions, these should be taken into account in the training-training process:

a. Pedagogic - here are the factors affecting the student's development related to training: microenvironment, communications, personal experience, and methods;

b. Psychological - Here are the psychological capabilities of students that ensure the assimilation of learning outcomes: effort, interest, characteristic features;
c. Social - includes morality, labor, science, art, religion, etc. including imparting knowledge and skills related.

Since the introduction of new training technologies in the education system is the main factor that increases the efficiency and quality of the training process, it can be concluded that:

I. Since the educational process is a result-oriented process, training with a predetermined goal and directed to the student should be carried out;

II. Since teaching and learning are closely related to each other, they should be taken in constant interaction; - The educational process is a social process resulting from the cooperation of several individuals, each of which has its own role and status, and should operate in a developmental mode;

III. The teaching process depends on the nature of mutual relations, the characteristics of the environment, and the scope of educational institutions and should incorporate the set of verbal and sensory behaviors arising from their internal structure.

By using new technologies, teachers can turn lessons into important tools that make lessons more interesting and help students make sound judgments and understand content that they will later apply to real life. Therefore, new teaching methods are very useful for better mastering the content of the study and developing the thinking process required by the students in order to give independent answers.

New technologies differ from traditional teaching methods by a number of features: involvement of students in research activities, creation of problematic conditions by the teacher, independent acquisition of knowledge by students, etc. The mentioned characteristics have also been present in some traditional training methods, but the new training methods are based on the mentioned characteristics as a whole.

Research shows that new learning technologies allow students to develop creativity when based on the following principles:

• Constructivism that will lead to the development of thinking;
• Cooperative training that will lead to the social development of students;
• creation of conditions for independent acquisition of knowledge; independent acquisition of knowledge and skills;
• for the teacher to act as an organizer, coordinator, and in some cases, an arbitrator.

According to David (2006), constructivism is the process by which learners acquire knowledge by relating it to new ideas or theories that they have previously acquired through experience. Constructivism is sometimes characterized as creativity. Constructivism is based on the idea that knowledge is constructed, discovered, and created. Knowledge cannot be acquired passively, knowledge can be acquired in the process of active learning. Implementing constructivist theory requires three things: the active learner, the social learner, and the creative learner.

To ensure a creative (constructive) environment, the teacher must follow the following:
- not to give knowledge, but to create the desire to acquire knowledge;
- should not ask questions with ready answers, but problematic questions;
- should ensure the future development of the learner;
- Rather than providing information, the learner should be involved in the process of acquiring knowledge;
- must properly plan the learning process.

In contrast to cooperative (collaboration-based) training, traditional didactics give training tasks in three forms: frontal, group, and individual.
In classes where new learning technologies are applied, the group form prevails. Here the essence also changes, the students who make up the group perform the given task based on mutual communication and reasoning.

During cooperative learning, students can achieve their goals at the same time as other students with whom they work together. Cooperative-based learning requires the organization of the learning task in such a way that students achieve the goal of the lesson as a result of the efforts of themselves and their peers in small groups.

**Theoretical Foundations of Task-Based Language Teaching Method**

According to Krashen (1982), the most basic goal in language teaching is to reach a level that can meet the needs of daily life in the language that the individual has learned. The fastest and easiest way to do this is to expose the learner to the target language as much as possible. Just like a child's mother tongue learning, second language learning can be done easily in a completely natural environment or in environments very close to the natural environment.

One of the contemporary approaches based on this view is Task-Based Language Teaching Management. Prabhu was the first to find and apply the Task-Based Language Teaching method (Wang, 2006). Prabhu aims for the learners of the target language to focus on the tasks given within the framework of this approach rather than the language and to acquire the language in the natural environment through those tasks. In the application of this method, the communicative abilities of the individual come to the fore (Yorulmaz, 2009).

Task-based teaching was born as a reaction to the old methods. It is fed by the constructivist learning theory, with the communicative language teaching method through the process of application, sharing, and tasks (Jeon & Hahn, 2006).

According to Richards and Rodgers (2001), task is an important activity in using language. Wills is at the forefront of the proponents of the Task-Based Language Teaching method. Wills states that this approach and the communicative language teaching method are very similar to each other, but that this approach is more meaningful and effective than the communicative method. While tasks are at the center of the language teaching process in the communicative language teaching approach, tasks are the meaningful tools that enable learning the target language in the Task-Based Language Teaching Method (Willis, 1996).

According to Gunesh (2011), if there is no connection between the activities given to the students in practice, it becomes difficult to transfer the learned skills to practice. If rich and diverse activities are not provided, it becomes difficult to transfer. Giving the same type of activities to students is a repetition of the same procedures. This hinders goal attainment and skill development. In this case, besides the application, the problem of how much the learner internalizes the language and how much he can use it practically arises. At this point, the “Task-based” language teaching method aims to teach the target language to the learner by practicing frequently and by perceiving the language while performing the stages of the given tasks.

The task-based approach to language teaching advocates that the target language is at the center of the learner's life. In this method, it is important to use the language learned as a part of natural life. The learner's free use of the language in his daily life will add a pragmatic dimension to teaching. The individual who uses the target language in Task-Based teaching will use this language involuntarily and instantly, while meeting his daily needs, and will realize the upper skill of thinking in the target language (Doghan, 2012).
Task-based learning requires the target language learner to use communication skills while performing tasks. Thus, it aimed to learn the target language in the natural process by taking communicative language teaching to the fore and creating tasks that strengthen the communication skills of the target language learner (Jeon & Hahn, 2006).

The Task-Based Language Teaching method is based on communicative practices. The tasks of this method are realized when these applications are carried out by students learning the target language in the classroom environment (Yıldız, 2012).

Yorulmaz (2009) listed the advantages of the Task-Based Learning Method compared to other foreign language teaching methods as follows.

- In this method, semantic parts and grammatical structures are considered as a whole. More emphasis is placed on meaning.
- Inspired by the communicative approach and tasks are tools for language learning, not goals.
- In the Task-Based Language Teaching approach, the individual learning the target language is placed in the center.
- With this teaching method, language is perceived as a whole with all skill areas and teaching is carried out through tasks that will enable the four language skills to progress by supporting each other, not piecemeal.
- This teaching method aims to teach the language in the fastest and most permanent way as required by contemporary language teaching approaches by keeping up with the perception of rapid knowledge acquisition and use of our age.

We can list the elements that constitute the building blocks of the theoretical foundations of the Task-Based Language Teaching method as follows.

- In this method, the task difficulties are determined by the language teacher according to the level of the person learning the target language.
- The individual who learns the target language tries to fulfill the given tasks by communicating with those around him.
- This method, evaluates the individual learning the target language by focusing on the process, not the end.
- The difficulty levels of the tasks are arranged according to the principle of education from simple to complex.
- The main purpose of the tasks is the activities performed by the language learner. Tasks are aimed at revealing and producing something new. The target language learner needs to use communication skills to fulfill the tasks (Shahin, 2019).

**Elements of the Task-Based Teaching Method**

This item is one of the most important indicators that the Task-Based Teaching Method is based on a theory. The biggest cornerstone of language is meaning. There is an accumulation of communicative and constructivist approaches in the Task-Based Teaching Method. The use of grammatical structure in the reports of the tasks exemplifies the application of the structuralist function, and the application of the task exemplifies the application of the communicative model.

2. **Task:** In this method, the concept of “task” corresponds to the “input” element in education according to Krashen (1983). According to Swain (2000), tasks define the concept of output in education. In this direction, when the tasks are considered as outputs, they express the ones produced for the result.
3. Pattern: The first purpose of Task-Based Instruction is to create acquisitions in line with the needs of the individual learning the target language. It is important to what extent an individual wants to learn and to what level he wants to progress (Izadpanah, 2010).

4. Implementation Process: According to Yorulmaz (2009), the task framework in this method is for the implementation of the task plan. At this stage, it is important that the tasks are sorted into types and ranked in order of difficulty.

Results

It has been seen in the literature review that one of the biggest problems of teaching is the lack of a curriculum, the boundaries of which are drawn by the consensus of field experts. For this reason, most of the teachers and institutions act individually and teach through individual practices. The fact that language teaching requires in-field expertise has been neglected by many individuals or institutions. In order for the achievements to reach the target, especially in the development of speaking skills, the foreign language teacher should be selected from teachers who are experts in their field and whose diction is correct. Unfortunately, although most of the trainers and researchers working in this field today are under different licenses, they can be employed in this department. In this case, it directly affects the quantity, and quality of work, educational activities, and the content of the prepared materials of the well-equipped trainers in the field.

One of the problems in the field of teaching foreign languages is material limitations. This material limitation directly affects the teaching process, the student, and the teaching of the course. Because it is a rapidly developing field in the new period, the amount of scientific studies in the literature is not sufficient, but it is increasing day by day. The material diversity will increase when the tasks are created by taking the task-based language teaching method, which is a student-centered contemporary method.

While choosing the tasks, care should be taken that they are about real life. A foreign language learner should both learn the language and acquire functional knowledge that can be useful in life through the selected tasks.

Collaborative work through Task-Based Learning practices in the teaching of any foreign language not only prepares the foreign language learner for daily life but also improves their communicative abilities by supporting them.

Discussion

In task-based teaching of language teaching to foreigners, tasks should be chosen from real-life tasks. Thus, the culture of the target language will be acquired by the learner through the activities prepared.

Developed in the light of its communicative approach, the Task-Based Language teaching method improves the student's communication skills as well as language acquisition, by making the student constantly active in the process and giving tasks that require interpersonal interaction with the presentation sections before the task, during the task, and after the task. Especially in the age of technology, the Task-Based Language Teaching method, which encourages people to communicate face-to-face without screens, differs from many of the contemporary approach methods in this respect.

The biggest advantage of the Task-Based Language Teaching method is that it can enable the language learner to think in the target language, that is, meta-cognitive thinking, through tasks. At the same time, this method gives the student many skills in a short time.
The Task-Based Teaching method in foreign language teaching is based on the completion of the tasks given to the students through group work. This imperative exposes the learner to communicating in the target language. In the tasks created according to the needs and willingness of the language learner, the dialogues and tasks in the marketplace, in the cinema, in the bank, and the market provide advantages in daily life by making foreign language teaching fun in terms of learning the target language.

Conclusion
This research paper attempted to analyze recent studies on task-based teaching of a foreign language will be analyzed in a way, its advantages, and various manifestations. First, the nature of task-based language learning and its role in communication will be discussed. Later, the main characteristics of this method, the roles of teacher and student will be studied. Finally, the advantages and disadvantages of this method will be discussed. The teacher's goal is to teach his students new vocabulary and grammatical rules of the language.

In this section, suggestions were made for researchers and trainers in the field of practice according to the findings of the study and the results.

The competence and diction of the instructor in the field are very important in terms of correct use, speaking, and pronunciation of the learned language. Since the person who learns the language will learn the rules of that language and the phonetic structure of the language from the trainer, it is necessary to work with teachers with strong oratory. The proficiency status of all teachers currently working in the field should be investigated. Because the teacher who is competent, successful, forward-looking, and does not use contemporary methods and approaches during teaching will be taught unqualified and the learner will be adversely affected by this situation.

By increasing the number of foreign language teaching institutions at home and abroad, language policies and learner-centered education programs should be determined. To determine these, a committee should be formed from instructors and lecturers who have been working in this field for years, and this field should progress more systematically.

Learning outcomes according to language levels can be reconstructed according to the criteria determined by the European Language Portfolio by taking the common opinions of field experts, and an equal distribution of the subjects according to language levels can be realized in the light of these acquisitions.

Since Task-Based Instruction is a communication model, it can be supported with other communicative methods in the classroom and out-of-class practices. The point to be considered will be to choose a method according to the student's needs. Especially in foreign language teaching, even if the child knows without adult discrimination, the fear of making mistakes at the point of pronunciation negatively affects the development of speaking skills. In the light of studies, we can say that this fear can be overcome since the method is communicative-centered in homogeneous classes in terms of language levels in which the Task-Based teaching method is applied.

While developing speaking skills in foreigners with Task-Based Instruction, the language used is very important when the tasks are performed by the target language learner.

About the Author
Farida Shukurova studied at Azerbaijan University of Languages (bachelor's degree 1996-2000). Later, she received a master's degree at the Faculty of Education of the Azerbaijan University of
Languages. Methodology of English Language Teaching (Ph.D. in Pedagogy - Candidate for a degree) In 2015, she received a degree in Education. She is currently working as an Associate professor at AUL (FLTM department) Employment at Azerbaijan University of Languages. Dr. Shukurova's research field: Theory and methodology of teaching languages (English Language Teaching Methodology). ORCID: https://orcid.org/0009-0003-7443-7811

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