

THE IMPORTANCE OF TASK-BASED INSTRUCTION ON THE DEVELOPMENT OF PRODUCTIVE SKILLS OF EFL STUDENTS.

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Abstract. This article will discuss the importance and necessity of task-based instructions to the development of productive skills (writing and speaking) of students who learn English as a foreign language. In addition, advantages and disadvantages faced not only by students but also by teacher during the implementation task-based instructions in EFL classes are highlighted throughout the article.

Key words: task-based instructions, productive skills, advantages and shortcomings of task-based instructions.

Абстрактный. В этой статье будет обсуждаться важность и необходимость целевых инструкций для развития продуктивных навыков (письма и разговорной речи) у студентов, изучающих английский язык как иностранный. Кроме того, на протяжении всей статьи выделены преимущества и недостатки, с которыми сталкиваются не только учащиеся, но и преподаватель при реализации задачно-ориентированных инструкций на уроках EFL.

Ключевые слова: целевые инструкции, продуктивные навыки, преимущества и недостатки целевых инструкций.

Introduction.

Ability to speak and write in English languages is considered to be one of the primary and necessary aspects of learning language for EFL students. Most of the time, EFL students who can speak fluently in foreign languages are considered as proficient in English. For this reason, in order to be proficient in English, EFL students must be fluent in speaking and good at writing properly.

However, speaking and writing are regarded as a difficult and challenging skills to obtain properly. It is because, in the realization, especially speaking skill, needs courage as a psychological aspect and also a proper preparation to produce English as a target language. In addition, most of the time students lacks motivation and self-confidence to speak in English even if they have gained adequate knowledge in speaking skill. In other words, the vast majority of EFL students tend to be nervous in delivering the speech orally in front of many people.

According to the previous studies, the large number of students are nervous and reluctant to speak in English. Some students are not motivated and can not feel free to raise their hands to speak, even if they know the answer to the questions given by the teacher. It is also sited that, most students need to be prepared beforehand, even if they need to give a short speech. After a preparation, they can feel themselves free and ready to get into communication with others. Furthermore, it is very necessary to create engaging and interesting, interactive teaching and learning environment which can motivate students to speak more freely in English. However, most of the times at schools, majority of teachers behave very rude towards students, and as a result this kind of situation make worse environment for students to speak.

Based on the problems mentioned above, proper teaching methods and techniques are very crucial to implement on this kind of situations to motivate students to speak and write and devote

themselves to the language learning process. Inside the context of speaking and writing, Task-based instructions (TBI) is an alternative method that can be implemented to the class where students lack motivation, beforehand preparation and have a fear of speaking.

Task-based instruction (TBI) refers to the instruction which encourages students to get into the interaction with their peers during the class or in other words promotes students activeness (student-centered learning) [Larsen, 200; Ricahrd and Rodgers, 2001]. Task-based instructions (TBI) uses task as the center of instruction to complete the tasks [Ellis, 2000; Skehan 1996; Littlewood, 2007].

Willis (1996) divide task-based instructions into 3 phases: pre-task, the task, and language focus. However, Ellis (2003) categorizes TBI into three stages: pre-task, during task and post-task. The components of TBI enables teacher to follow the stages and instructions properly in order to conduct their classes effectively according to the TBI.

The first stage of TBI, pre-task stage (including topic and task) motivates students to prepare themselves to the tasks and motivates them to participate actively during the task itself. Lee in Sae-ong (2010) delineates that it is very crucial to provide an advance overview concerning what the students will be required to do and the result that will achieve at the end of the task. This stage comes at the very beginning of the lesson, to prepare different types of activities in order to motivate and inspire students before the beginning of the task by the teacher. In this stage the topic and the task need to be explained and introduced by the teacher. Teacher has to make sure that all of the students understand what to do and how to achieve that goal.

The second stage of the TBI is defined as task cycle which refers to the “methodological options” or “task performance options” available to the teacher during the stage. This stage is very crucial for students to use language either by working in pairs or in small groups, to achieve the goal of the task. In this stage, students need to use their language skills while teacher monitors the process and encourage students to do their best.

The third stage, according to Willis (1996) and Ellis (2003) “delineates the language analysis and practice stage which emphasize on language form and use”. Obviously, this stage is divided into two part: language analysis and language practice activities. Language analysis, also defined as “language awareness activities”, encourage students to identify language features from the task stage by providing them the explicit instruction of teaching form or grammar. Meanwhile, language practice activities is initiated to increase and develop students language proficiency, speaking skills, confidence in speaking and motivation to speak in English. Apart form this, this stage is very necessary to improve students language fluency in using language features. The teacher in this stage provides activities to practice the language the previous activity either in the form of spoken or written.

Conclusion

Task-based instruction (TBI) has emerged as a promising approach to developing reproductive skills in EFL students. By emphasizing authentic communication, meaningful interaction, and language use in context, TBI provides learners with opportunities to enhance their speaking and writing proficiency. Empirical evidence suggests that TBI leads to improvements in fluency, accuracy, and complexity, making it a valuable tool for language educators. However, challenges such as task design, learner motivation, and instructor training need to be addressed for successful implementation of TBI. Overall, TBI offers a promising avenue for promoting language learning outcomes in EFL contexts, highlighting its significance in modern language pedagogy.

In conclusion, task-based instruction (TBI) offers a promising approach to developing reproductive skills in EFL students. By emphasizing authentic communication and meaningful language use, TBI enhances speaking and writing proficiency while fostering learner motivation and engagement. Empirical evidence supports the effectiveness of TBI in promoting language production, accuracy, and fluency. However, challenges such as task design and instructor training require careful consideration for successful implementation. Overall, TBI holds significant potential for enhancing language learning outcomes in EFL contexts, highlighting its importance in modern language pedagogy.

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