ONE OF MODERN LANGUAGE TEACHING METHODS IS TASK-BASED LANGUAGE TEACHING (TBLT) DISADVANTAGES AND ITS SOLUTIONS

Bakoev Navruzjon

Namangan State Institute of Foreign Languages.
The department of oriental languages, humanities and physical education.
bakaevnavruz@gmail.com

Abstract: Task-Based Language Teaching (TBLT) is an approach to language instruction that focuses on the use of authentic language tasks as the central organizing principle for the design and delivery of language instruction. TBLT is based on the belief that language learning is most effective when it is embedded in meaningful, real-world tasks, and that learners acquire language through the process of using it to accomplish specific communicative goals

Keywords: Task-Based Language Teaching (TBLT), tasks, learners, memorizing, Lack of Focus on Grammar and Vocabulary, methods, Limited Opportunities for Error Correction, Provide Clear Task Objectives and Instructions, mistakes.

Task-Based Language Teaching (TBLT) is a language instruction method that has emerged in recent years as an alternative to more traditional approaches to language teaching. Its origins can be traced back to the 1980s, when researchers began to question the effectiveness of traditional methods that focused on grammar rules and sentence structures. Instead, TBLT emphasizes the completion of authentic language tasks, which require learners to use the target language to achieve a specific goal or outcome.

One of the key principles of TBLT is that language learning is most effective when learners are engaged in the completion of meaningful tasks. These tasks are designed to reflect real-world language use and are typically broken down into smaller, more manageable components. By completing these tasks, learners are able to practice using the language in a more natural and authentic way, which can lead to improved fluency and accuracy.

TBLT has been implemented in various forms and contexts around the world, including in both second and foreign language teaching contexts. It has been used with learners of all ages and proficiency levels, and has been adapted for use in online and blended learning environments.

One of the key advantages of TBLT is that it allows learners to focus on the meaning of the language, rather than simply memorizing grammar rules and sentence

structures. This can make language learning more engaging and enjoyable, and can also help learners to develop a better understanding of how the language is used in real-world contexts.

In terms of research, studies have generally shown that TBLT can be an effective language instruction method. For example, a study published in the Journal of Second Language Acquisition found that learners who used TBLT were able to improve their proficiency in the target language faster than learners who used traditional methods.

However, like any teaching method, the effectiveness of TBLT can depend on a range of factors. For example, the design of the tasks, the learners' proficiency level, and the teacher's skill in implementing the approach can all impact its effectiveness. It is also important to note that TBLT may not be suitable for all learners, and that it may need to be adapted to meet the needs of diverse groups of learners.

Looking ahead, the future of TBLT is likely to be influenced by ongoing developments in technology and our understanding of how languages are learned. There is also a need for further research into how TBLT can be effectively implemented in different teaching contexts, and how it can be adapted to meet the needs of diverse groups of learners.

Task-Based Language Teaching (TBLT) has gained popularity in recent years as a method for teaching second languages. It focuses on the use of language in real-life situations and tasks, rather than on grammar rules and vocabulary lists. While TBLT has many advantages, it also has some disadvantages that need to be addressed. In this article, we will explore the disadvantages of TBLT and some potential solutions to these issues.

Lack of Focus on Grammar and Vocabulary: One of the main criticisms of TBLT is that it does not provide enough focus on grammar and vocabulary. Some argue that students need a solid foundation in these areas in order to effectively communicate in a second language. Without a strong grasp of grammar and vocabulary, students may struggle to understand and produce language accurately.

Integration of Grammar and Vocabulary: One way to address this issue is to integrate grammar and vocabulary instruction into the task-based activities. Teachers can provide explicit instruction on grammar and vocabulary within the context of the tasks, helping students to see how these elements are used in real-life situations. By integrating grammar and vocabulary into the tasks, students can develop a more comprehensive understanding of the language.

Limited Opportunities for Error Correction: In a task-based approach, there may be limited opportunities for error correction. Since the focus is on communication and completing the task, students may not receive enough feedback on their language

errors. This can lead to the reinforcement of incorrect language usage and hinder students' language development.

Incorporate Error Correction Strategies: To address this issue, teachers can incorporate error correction strategies into the task-based activities. This can include providing immediate feedback during the task, as well as dedicated error correction sessions after the task is completed. By addressing errors in a timely manner, students can learn from their mistakes and improve their language skills.

Lack of Structure and Guidance: Another criticism of TBLT is that it may lack structure and guidance for students. Some argue that students may struggle to understand the objectives of the tasks and how to successfully complete them. Without clear instructions and guidance, students may feel lost and unsure of how to proceed with the tasks.

Provide Clear Task Objectives and Instructions: To address this issue, teachers can provide clear task objectives and instructions to students before they begin the tasks. This can help students understand the purpose of the tasks and what is expected of them. Additionally, teachers can scaffold the tasks by providing step-by-step guidance and support as students work through the activities.

Difficulty in Assessing Language Proficiency: Assessing students' language proficiency in a task-based approach can be challenging. Traditional language assessments may not accurately capture students' abilities to use language in real-life situations. This can make it difficult to determine students' progress and provide meaningful feedback on their language development.

Use Authentic Assessment Methods: To address this issue, teachers can use authentic assessment methods that align with the principles of TBLT. This can include performance-based assessments, portfolio assessments, and self-assessment tools. By using authentic assessment methods, teachers can gain a more accurate understanding of students' language proficiency and provide targeted feedback on their language development.

In conclusion, while Task-Based Language Teaching (TBLT) has many advantages, it also has some disadvantages that need to be addressed. By integrating grammar and vocabulary instruction, incorporating error correction strategies, providing clear task objectives and instructions, and using authentic assessment methods, teachers can mitigate these disadvantages and create a more effective and balanced approach to language teaching. With careful planning and implementation, TBLT can be a valuable method for helping students develop their language skills in real-life situations.

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