

TASK-BASED LANGUAGE TEACHING FOR DEVELOPING COMMUNICATIVE COMPETENCE IN MONOLOGIC AND DIALOGIC CONTEXTS

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Abstract. This article explores the application of Task-Based Language Teaching (TBLT) as a framework for fostering communicative competence in foreign language learners, specifically focusing on the development of both monologic and dialogic speaking skills. The study examines the theoretical underpinnings of TBLT, analyzes its practical implementation in diverse learning contexts, and discusses the impact of task design and learner engagement on oral proficiency. The article further investigates the role of feedback, error correction, and assessment in maximizing the effectiveness of TBLT for developing fluency, accuracy, and appropriateness in both planned and spontaneous communication. Finally, it proposes strategies for integrating authentic materials and real-world tasks to enhance learner motivation and prepare them for effective communication beyond the classroom.

Keywords: Task-Based Language Teaching, Communicative Competence, Monologic Speech, Dialogic Speech, Task Design, Oral Proficiency, Foreign Language Education, Second Language Acquisition, Speaking Skills, Fluency, Accuracy, Authenticity, Learner Engagement.

Communicative competence, encompassing the ability to use language accurately, fluently, and appropriately in real-world contexts, remains a central goal of foreign language education (Canale & Swain, 1980). While traditional methods often focus on grammatical knowledge and explicit instruction, Task-Based Language Teaching (TBLT) offers a learner-centered alternative that prioritizes authentic communication through engaging tasks (Willis & Willis, 2007). This approach aligns with constructivist learning theories, where knowledge is actively constructed through meaningful interaction and problem-solving (Vygotsky, 1978).

This article explores the theoretical and practical implications of TBLT for developing communicative competence in monologic (e.g., presentations, speeches) and dialogic (e.g., conversations, interviews, debates) contexts. It examines how task design, learner engagement, and feedback mechanisms contribute to improved oral proficiency and prepare learners for effective communication in diverse settings.

TBLT is grounded in the principle that language learning occurs most effectively when learners are actively involved in meaningful tasks that require them to use language for genuine communicative purposes (Nunan, 2004). The typical TBLT cycle involves the following stages:

- Pre-Task: Introduction of the topic, vocabulary, and grammatical structures relevant to the task.
- Task Cycle: Learners perform the task in pairs or small groups, focusing on meaning rather than form. The teacher acts as a facilitator, providing support and guidance as needed.
- Language Focus: Learners analyze the language they used during the task, focusing on areas for improvement in terms of accuracy and fluency. This may involve explicit instruction on specific grammar points or vocabulary items.

Long (1985) identifies key characteristics of tasks that promote language acquisition, including a focus on meaning, real-world relevance, and the use of authentic materials. Willis (1996) further emphasizes the importance of task complexity, arguing that challenging tasks can stimulate learners to negotiate meaning and expand their linguistic repertoire.

Monologic speaking tasks, such as presentations and speeches, require careful planning, organization, and delivery. TBLT can facilitate the development of these skills through structured tasks that provide opportunities for rehearsal and feedback. Example tasks include:

- **Preparing and Delivering a Short Presentation:** Learners research a topic, create visual aids, and practice their delivery skills. Peer feedback and teacher guidance can help them improve their content, organization, and presentation style.

- **Analyzing and Re-Delivering a Famous Speech:** Learners study the structure and rhetorical devices used in a well-known speech, then adapt and re-deliver it in their own words. This task promotes critical analysis and enhances their understanding of effective communication strategies.

Dialogic speaking tasks, such as conversations, interviews, and debates, require spontaneity, active listening, and the ability to negotiate meaning in real-time. TBLT can foster these skills through interactive tasks that encourage collaboration and communication. Examples include:

- **Role-Playing a Job Interview:** Learners take on the roles of interviewer and interviewee, practicing their questioning, answering, and communication skills.

- **Participating in a Debate on a Current Issue:** Learners research different viewpoints on a controversial topic, then engage in a structured debate, using evidence and argumentation to support their positions.

- **Simulations:** Setting up a real life situation in a simulated situation. This can lead to critical thinking.

The effectiveness of TBLT depends on the careful design of tasks that are both challenging and engaging for learners (Ellis, 2003). Tasks should be:

- **Authentic:** Reflecting real-world communication situations.
- **Relevant:** Connected to learners' interests and needs.
- **Purposeful:** Having a clear communicative goal.
- **Challenging:** Requiring learners to use a range of linguistic resources.
- **Collaborative:** Encouraging learners to work together and support each other.

Learner engagement is also crucial for success. When learners are actively involved in the task and motivated to achieve the communicative goal, they are more likely to invest effort in language learning and improve their oral proficiency.

Feedback, error correction, and assessment play a critical role in maximizing the effectiveness of TBLT (Bitchener, 2008). Feedback should be:

- **Timely:** Provided promptly after the task.
- **Specific:** Focusing on particular areas for improvement.
- **Constructive:** Offering suggestions for how to improve.
- **Balanced:** Highlighting both strengths and weaknesses.

Error correction should be approached cautiously, focusing on errors that impede communication or are related to the specific language focus of the lesson (Truscott, 1996). Assessment should be aligned with the communicative goals of TBLT, emphasizing fluency, accuracy, and appropriateness.

To enhance learner motivation and prepare them for effective communication beyond the classroom, TBLT should incorporate authentic materials and real-world tasks (Gilmore, 2007). This may involve using:

- **Authentic texts and audio/video recordings:** Exposing learners to real-world language use.

- **Real-world tasks:** Requiring learners to communicate with native speakers or perform authentic communication activities (e.g., ordering food in a restaurant, giving directions, conducting an interview).

Task-Based Language Teaching (TBLT) offers a powerful framework for developing communicative competence in both monologic and dialogic contexts. By prioritizing authentic communication through engaging tasks, TBLT can foster fluency, accuracy, and appropriateness in foreign language learners. Careful task design, learner engagement, and feedback mechanisms are essential for maximizing the effectiveness of this approach. By integrating authentic materials and real-world tasks, TBLT can prepare learners for successful communication beyond

the classroom and empower them to use language effectively in diverse settings. Further research is needed to explore the long-term effects of TBLT on oral proficiency and to investigate the impact of different.

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