

HOW TO USE TASK-BASED LANGUAGE TEACHING METHOD IN CLASSROOM

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ABSTRACT

Task –based language teaching method is widely used today. In article we studied possible advantages and disadvantages of this method. We investigated linguists' researches according to this method. Benefits and challenges of task based language teaching are also given. This method is popular in second language teaching. However, today teachers who teach foreign language use TBLT. As EFL teachers we should analyze it closely. Students with beginner and elementary level cannot manage if teacher use only target language. At the end of article we gave sample activity which can be useful in the lesson.

Keywords: Task -based language teaching, method, EFL, classroom, intermediate, approach, second language, classroom.

INTRODUCTION

Today in globalized era even foreign teaching process is becoming sophisticated because of variety of teaching methods. Sometimes teachers have problem when they bring any kind of method to classroom. As they do not take into account the ability of classroom. When we choose method we should mention not only their level of knowledge but also their age and for what purpose they are learning the target language. When it comes to students to whom English is foreign language, teachers should be more accurate and informed about method. Because not every method can be used in that type of classroom. For example using Direct method in EFL classroom is difficult if students are beginner or intermediate. Today Task –based language learning is used widely. Now we are analyzing advantages and disadvantages of TBLT. The main reason of our study is to research this method and find possible plausible characteristics which can be beneficial for EFL classroom.

What is Task-based language teaching?

Task-based language teaching is a student- centered approach to second language introduction. It is an offshoot of the communicative approach, wherein activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project based assignment. These project could include visiting the doctor, making a phone call, conducting an interview in order to find answers to specific questions or gathering information to make a poster or advertisement. In task – based teaching the focus is not on grammar – you have already introduced your student to necessary constructions earlier in the chapter or unit, as well as to the vocabulary they will need to complete the task-but rather on helping students develop linguistic strategies for completing the assigned tasks within the constraints of what they know of the target language. Because the emphasis is on spontaneous, creative language use, whether spoken or written, rather than on absolute accuracy, assessment is based on task outcome. In task – based teaching, the center of

the learning process moves to the students themselves and allows them to come to the realization that language is a tool to tackle and solve real – world problems. The process of task –based learning itself teaches important skills. Students learn how to ask question, how to negotiate meaning and how to interact in and work within groups. Within this group work, they are able to observe different approaches to problem solving as well as to learn how others think and make decisions (Jonathan).

Background of TBLT

Task - based language teaching has become a significant topic in the field of second language acquisition in terms of fostering process-focused syllable and devising communicative task to enhance learners' real language use via communicative abilities during the past twenty years (Jeon and Hahn, 2000). Little was written about task before Prabhu's (1987) work. Since then, the deployment of tasks has become crucial not only as a tool of gathering data from participants but also as an object of study in and of itself. The number of books published on this topic since 2000 overtly displays the increasing importance of tasks in research. Task-based approach in second language teaching was first performed by Prabhu, who published the Bangalore research report in 1982 and advanced the concept of task –based approach (Wei, 2004). Researchers involved in task –based approach have internalized experience from language research, the result of language learning and the research of foreign language acquisition, and it is getting more and more mature together with them. Its functions and value in contrasting learner- centered classroom and language learning contexts, giving learners the chance to communicate and interact and enhancing learners' ability to deploy the target language and sort out communicative problems were highly appreciated and recognized by researchers in the area of language teaching (Lin, 2009). Task –based approach has attracted more and more attention in the foreign language teaching field since the 1980s. Being a learner –centered approach, it views language as a communicative tool. Task- based approach aims at presenting opportunity for learners to master language both in speaking and writing via learning activities designed to engage learners in the natural, practical and functional use of language for meaningful purpose (Lin, 2009).

Definition of 'task'

It is better to define definition of task before clarifying theory of TBLT. We searched definition of 'task'. And we should admit that most of them were proper and clear. After some discussion we stated that definition of task which is given by Ellis in book "Task based learning and teaching" is most clear. Here is the definition of 'task' given by Ellis: "TBLT starts with a task – based needs analysis to identify the target tasks for a particular group of learners – what they need to be able to do in the new language. In other words, 'task' in TBLT has its normal, non-technical meaning. Tasks are the real – world activities people think of when planning, conducting or recalling their day. That can mean things like brushing their teeth, preparing breakfast, reading a newspaper, responding to e-mail, messages, making a sales call, attending a lecture or a business meeting, having lunch with a colleague from work, helping a child with homework. Some tasks are mundane, some complex. Some require language use, some do not, for others, it is optional.

After undergoing some modifications, the tasks are used as the content of a task syllabus, which consists of a series of progressively more complex pedagogic tasks. Pedagogic tasks are the activities and the materials that teachers and students work on in the classroom or other instructional environment. "Task" is the unit of analysis throughout the design, implementation, evaluation of a TBLT program, including the way students achievement is assessed – by task

–based, criterion –referenced performance tests. TBLT is an analytic approach, with a focus on form (Ellis, 2009)’.

Benefits and challenges of task based language teaching

Task based language teaching provides many benefits to aid foreign language learning. Ellis (2009) lists these benefits as follows:

- TBLT provides the opportunity for natural learning within the classroom context.
- It stresses meaning over form; however, it can also emphasize learning form.
- It offers learners a fertile input of target language.
- It is intrinsically motivating.
- It is consistent with a learner – focused educational philosophy but also gives permission for teacher input and guidance.
- It contributes to the improvement of communicative fluency while not disregarding accuracy.
- It can be deployed together with a more traditional approach.

Although task-based approach presents many benefits to aid foreign language learning, it is not without some obstacles and challenges. According to Hatip (2005), some challenges of task based approach are as follows:

- The drawbacks of task-based learning rely not so much on the potential powerfulness of this type of instructional content but on problems of conducting the instruction.
- Task-based learning involves a high level of creativity and dynamism on the part of the teacher. If teachers are restricted to more traditional roles or do not possess time and resources to provide task-based teaching; this type of teaching may be impracticable.
- Task –based learning necessitates resources beyond the textbooks and related materials generally available in foreign language classroom.
- Students may, at first, refuse or object to task-based language learning in that this type of instruction is not what many students expect and want from a language class.

Road trip activity. Have your students ever asked you where you are going to travel over winter break or summer vacations? Why not let them help plan a trip for you? It is not important whether you take one of these proposed trips or not, but it will help your students feel like they are making an impact on your life, the same way they know that you are impacting their lives. For this activity you should have enough maps for each group in your class. Because your students are likely more familiar with their home country than the country whose language they are studying, you should be sure to have local maps and everyone should work under the assumption that this is going to be true “road trip”, meaning that you will be driving. At the beginning of class, you should ask each group what information they have need from you in order to plan the perfect trip. This might include the number of days you wish to travel, your budget and what you like to do while on the road or in your free time. Once your students have this information, set them loose with their maps and give them time to plan.

When they done, have them present their present their trip to the entire class. Your class, as a whole, can now vote on which trip you are going to take! Of course, they should be able to explain why they made, especially if they chose a trip other than the one their group created for you (Jonathan).

CONCLUSION

As we mention above the aim of study of this method is to evaluate minus and pluses of this method. In conclusion we can say that this method can be used in classroom where students' level is higher than intermediate. They should have basic knowledge about grammar and vocabulary. Because this method is student centered so your students are "producers" here. The main benefit of this method is that it improves communicative competence of your students. Ability of communicating in given situation is priority of any foreign language classroom.

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