

ЛИТЕРАТУРА

1. Ариян, М.А. Лингвострановедение и преподавание иностранного языка в старших классах средней школы / М.А. Ариян // Иностранные языки в школе. – 2000. – № 6 – С. 34–35.
2. Кубряков, Е.С. Культура стран английского языка / Е.С. Кубряков [и др.]. – СПб.: Питер, 2003. – 512 с.

TASK BASED APPROACH IN TEACHING STUDENTS OF AN ECOLOGICAL PROFILE ПРАКТИКО-ОРИЕНТИРОВАННЫЙ ПОДХОД В ОБУЧЕНИИ СТУДЕНТОВ ЭКОЛОГИЧЕСКОГО ПРОФИЛЯ

T. A. Surint^{1,2}

T. A. Сурин^{1,2}

¹Belarusian State University, BSU, Minsk, Republic of Belarus

²International Sakharov Environmental Institute of Belarusian State University, ISEI BSU, Minsk, Republic of Belarus

kfl@iseu.by, tatsi.mur@gmail.com

¹Белорусский государственный университет, БГУ, г. Минск, Республика Беларусь

²Учреждение образования «Международный государственный экологический институт имени А. Д. Сахарова» Белорусского государственного университета, МГЭИ им. А. Д. Сахарова БГУ, г. Минск, Республика Беларусь

The article is devoted to task-based language teaching as a branch of communicative language teaching, its features and principles. It covers the criteria of a task, its distinctions and ways of using. The article considers advantages and disadvantages of task-based learning and the ways of solving possible teaching issues.

Статья посвящена проблемному обучению языку как направлению коммуникативного обучения языкам, его особенностям и принципам. Раскрываются критерии задачи, ее отличия и способы использования. В статье рассматриваются преимущества и недостатки обучения, основанного на задачах, и пути решения возможных проблем обучения.

Keywords: task-based teaching, task, task-supported theory, skill-learning theory, incidental acquisition.

Ключевые слова: практико-ориентированное обучение, задача, теория с опорой на задачу, теория обучения навыкам, произвольное освоение.

<https://doi.org/10.46646/SAKH-2022-1-165-168>

Since English is the official language of this world it is of utmost importance that this language has to be taught in such a way that it will help students not just to speak and write and listen but to communicate. That is the purpose of the language and that is what it must be used for. Hence innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit.

Task-based language teaching has become an important approach to language teaching. Certainly, not the only approach, but one of the main approaches to language teaching in 2020. It's an approach that is actually mandated by many educational authorities all the way around the world.

Task-based learning is a different way to learn languages. It can help the student by placing him/her in a situation similar to the real world, a situation where oral communication is essential for completing a specific task. Task-based learning has the advantage of getting the student to use his/her skills at his/her current level to help develop language through its use. It has the advantage of making the student focus on achieving a goal so that language becomes a tool, making the use of language a necessity.

In task-based learning the learner should be exposed to as much of the foreign language as possible in order to merely experience and observe the foreign language, then hypothesize over it, individually, and finally experiment with it.

One clear purpose of task-based learning is to increase learner activity. It is concerned with learner and not teacher activity, and it relies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness-raising process, which must follow the experimenting task activities. The consciousness-raising part of the method is vital for the success of task-based learning.

Task-based language teaching is a branch of communicative language teaching. It comprises several steps. First, the pre-task activity which is an introduction to the topic and a task. Second, the task cycle includes three steps: task, planning and report. Third, language focus and feedback with more practice.

Pre-task activities are the following:

1. The teacher presents what will be expected of the students in the task phase.
2. For beginners, the teacher may present needed vocabulary.
3. The instructors may also present a model of the task by either doing it themselves or by presenting picture, audio or video demonstrating the task.
4. The students can take notes and spend time preparing for the task.

The task cycle includes:

1. The teacher sets up the task and steps back.
2. The students complete the task in pairs or in groups. Here the teacher works as an observer, a counselor, a facilitator, a referee, a monitor or a catalyst.
3. Students then report back to other pairs, groups or the class orally or read a written report. At this stage, the teacher may also play a recording of others doing the same task for the students to compare.

Language focus and feedback involve:

1. The teacher highlights relevant parts from the text for the students to analyze.
2. Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases.

Examples of task based language teaching may be the following: meeting someone for the first time, talking to someone on the phone, ordering food for dinner, preparing a meal, introduce your city to a friend, compiling qualities of a good friend.

Principles of task based language teaching are the following:

1. Asking students to do meaningful tasks using the target language
2. There is a communicative goal
3. Promoting learning by doing
4. It is student-centered
5. Task is measured by the outcome
6. Real world relation
7. Using the task not the text as the unit of analysis
8. Encouraging inductive learning
9. Promoting cooperative learning

A task is a language teaching activity that must satisfy four criteria. These four criteria are: first, that there must be a primary focus on meaning and message making, in other words, the primary focus must not be on trying to learn some specific bit of English. Secondly, there has to be some kind of gap. It's usual to distinguish two principal types of gaps: the what's called an information gap, where one person has information that another person doesn't and the task requires them to share that information or an opinion gap where there is some kind of problem and the students have to discuss the problem and come up with what they think is the best solution for that problem and that's going to involve them in expressing their personal opinions. The third criterion is actually perhaps the central one and that is that in task-based language teaching you don't teach learners the language that they will need in order to do the task, rather you leave it up to the students to use whatever language they have and not just language, but also gesture, facial expression in order to try to communicate, what it is they want to say. This refers to allowing the students to choose the linguistic and non-linguistic resources. And then, finally, there must be a clearly defined communicative outcome, that is to say the outcome must not simply be has the student used correct language, there must be some communicative purpose, which is satisfied by the communicative outcome of the task.

A task and an exercise compared, in an exercise the primary focus is not on meaning, but on using language correctly, using usually some specific language. And in an exercise there's no gap. An exercise is text manipulating, typically in an exercise learners are given some language and they have to manipulate that language in some way. A successful performance in an exercise is equaled to an accurate use of target feature. In a task the primary focus is on trying to communicate, there is always a gap. Fulfilling a task students use their own linguistic resources and, finally, successful performance is equaled to the outcome of task achieved.

A task can be done in different ways. It can be done in very simple ways or it can be done in a much more complex way, involving much more complex language. In other words, it's up to the students to use their own linguistic resources in order to do this particular task and that is a very important feature of a task that it can be done in these different ways using different languages. One reason why this is important is because it actually means that the same tasks can cater to learners of very different proficiency a very low level proficiency or actually of more advanced proficiency.

There are different types of tasks. First of all, there is a difference between real life tasks and pedagogic tasks. A real life task is a task that corresponds to something that would actually happen in real life, for example, you might be making a phone call to a hotel to try to book a room. Many tasks though are not real life tasks, many tasks are pedagogic tasks. I want to say something about real life tasks and pedagogic tasks because some promoters of task-based language teaching, some theorists of task-based language teaching argue that all the tasks should be real life tasks, they should be based on real life situations, in order to have situational authenticity. In many cases, that is the best way to go if you have a clear idea of the particular kinds of real world tasks that learners have to do. it would make sense to base your curriculum, your task-based curriculum, on those real world tasks, but if you are working in a foreign language situation teaching students who have no real need to use English outside the classroom, then it does not make sense to try to get them to do real-life tasks the kinds of tasks that you would use would have to be pedagogic ones.

The second important distinction is between input-based and output-based tasks. Input-based tasks are tasks that involve listening or reading but don't require production on the part of the student. Output-based tasks are tasks that require speaking or writing and perhaps also they may involve listening or reading, but output is involved.

That is also an important distinction because if you're dealing with very low proficiency learners or beginner learners the only way really of doing task-based language teaching is to get started with input-based tasks you would have to delay output-based tasks until learners have picked up some language from doing input-based tasks so if we are looking at a curriculum for learners starting with beginners and moving upwards we're going to see a progression from using input-based tasks to simple output-based tasks to more complicated output-based tasks

The third distinction is the distinction between closed and open tasks. A closed task is a task that has one clear outcome. An open task is a task that has a number of possible outcomes, there's no one single right outcome for doing the task.

The fourth distinction is between here-and-now and there-and-then tasks. Here-and-now are tasks where students have the information relating to the content of the task in front of them, they can see it. There-and-then tasks are when they can't see it. This is also an interesting distinction, because we know that here-and-now tasks are easier than there-and-then tasks, so this again helps us to think about how to construct a task-based syllabus clearly. We ought to start with here-and-now tasks in the early stages and increasingly move towards their-and-then tasks.

The next distinction deals with unfocused and focused tasks. Unfocused tasks are not designed in order to try to practice the use of any particular linguistic feature, grammatical structure. A focused task is it's still a task, it must still satisfy the four criteria, but a focused task is directed at creating opportunities for learners to use some specific linguistic feature such as grammatical structure while their primary focus remains on meaning and achieving the task outcome. This distinction between an unfocused task and a focus task becomes important when it comes to explain the difference between task-supported language teaching and task-based language teaching.

The last distinction is between teacher-generated and learner-generated tasks. Most tasks are teacher generated. The difference between a teacher generated and learner generated is whether learners are free to specify the content of the task or whether the content is actually predetermined and given to them as part of the actual task. There's some interesting research being done at the moment looking at the difference between the performance of these two types of tasks and what the research shows is that generally learners seem to be much more motivated, interested, make more effort to try to communicate effectively in learner-generated tasks than in teacher-generated tasks. An example of a teacher-generated task is when students work in pairs, student A is given a picture and described it so that student B can draw it. After student B has finished, the students compare the two pictures. In learner generated task students also work in pairs. Student A draws a picture depicting something interesting that happened to him or her once. He/she then describes the picture to student B who attempts to draw it. After Student B has finished the two students compare the pictures.

Talking about the suiting the task type to the learner, first, pedagogic input-based tasks, closed tasks and here-and-now tasks suit the beginner learners. Pedagogic input-based and output-based, some focused tasks, a mixture of closed/open and here-and-now and there-and-then tasks suit the intermediate learners. Mainly output-based tasks, focused tasks, real-life tasks, mainly open there-and-then tasks are suitable for advanced learners. Real-life tasks, input-based and output-based, closed and open tasks fit special purpose learners.

There are two ways of using tasks in language teaching. These two ways are task-supported language teaching and task-based language teaching. So task-supported language teaching corresponds to what is often called present practice produce (PPP). So in task supported language teaching the language that learners need to do a task is presented is taught to them and probably they are going to practice it in a very controlled manner using exercises and then finally they are going to be given the task and given the opportunity to try to use the particular linguistic forms that they have been taught in a communicative way by doing the task by and large task supported language teaching much more closely to what most teachers are familiar with it's comforting because it means that they know what bit and piece of language they are trying to teach. In task-based language teaching you don't know what language you're teaching, you don't know what language learners are learning, and so, for that reason task-supported language teaching is often preferred by many teachers, it's based on what is called skill learning theory and skill learning theory claims that knowledge of language starts off with declarative knowledge, knowledge about a particular linguistic form. This is why in task-supported language teaching the first step is to teach people the particular language you want them to learn, to give them declarative knowledge. Then there's practice using exercises and then the idea is to convert the declarative knowledge into procedural knowledge. Procedural knowledge is the ability to actually use what they have been taught fluently. Task-supported language teaching has limitations, explicit or declarative knowledge can be converted into implicit or declarative knowledge or procedural knowledge, but we know from studies that have been done, that that often doesn't happen. Teachers know that they can teach something, practice, it gives learners a communicative task and then they don't get it right, when they do the communicative task. Another reason is that we know that the acquisition of grammar is developmental, it occurs in stages and sequences and it may well be that what you're teaching learners at a particular point of time, they are not ready to really acquire his procedural knowledge, the task may result in conscious attempts to use the target structure. Perhaps it doesn't really result in true linguistic knowledge, but rather some kind of semi-automatized explicit knowledge. The final limitation is that grammar is just too complex, there's too much grammar of any language, including English, to learn intentionally in this way, so the alternative is task-based teaching and this spells out what is involved in task-based teaching.

In task-based language teaching, tasks serve as the organizing principle for a course. The course consists of a series of tasks and we try to sequence those in terms of difficulty. The course can consist of a mixture of focused and unfocused tasks. Probably, to begin with, you begin with unfocused tasks, but when you see the learners are having a problem with some

particular grammatical structure at some stage in their development, it might be useful to use a focus task, the pre-task phase of the lesson can provide an opportunity for direct teaching, but not of grammar, perhaps of vocabulary, or, perhaps, simply to motivate students to do the task, and meaning is primary, but attention to form is still important. In task-based language teaching it can be achieved through the way a task is designed in the case of a focus task or in the case of how it's implemented.

Task-based teaching caters to incidental language acquisition – i.e. learners “pick up” new language while they are working to achieve the outcome of the task. In this respect it differs from task-supported teaching which caters to intentional language acquisition. One of the reasons why incidental acquisition is so important is because it's simply not possible to learn every little bit of English intentionally, there has to be opportunity for incidental acquisition opportunity for learners to pick up new language from doing a task. Incidental acquisition actually involves two things, it involves the focus on meaning and this leads to acquisition in two senses. You can acquire new language from doing a task or you can acquire greater control over that language that you have already partially learned.

Incidental language acquisition requires that learners pay attention to form while they are performing a task. Teachers can facilitate attention to form in a number of different ways: by highlighting features in an input-based task, by providing opportunities for planning, before students start a task or by correcting them, when they make certain errors during the performance of the task. Or interactionally when learners experience problems in understanding or expressing themselves clearly or fail to use the language correctly.

Incidental acquisition actually involves two things, it involves the focus on meaning and this leads to acquisition in two senses. You can acquire new language from doing a task or you can acquire greater control over that language that you have already partially learned. It's important to emphasize that, because learning a language is not just a question of learning new language, it's a question of increasing control over language partially acquired.

A key feature of task-based language teaching is focus on form. This occurs in the when the task is actually implemented and there are a number of ways in which teachers can draw learners attention to form while they are doing a task, for example by highlighting features in an input-based task, by providing opportunities for planning, before students start a task or by correcting them, when they make certain errors during the performance of the task. Task-based language teaching must involve a focus on form, but this focus on form must come out of students attempts to actually perform the task and one of the main ways in which this is done is through corrective feedback using recasts. This kind of focus on form is an essential feature of task-based language teaching.

The advantages of task-based teaching are the importance of learning incidentally through communicating results in implicit knowledge. It facilitates learning through the simultaneous development of interactional competence. Students are more likely to develop intrinsic motivation in a task-based approach and, finally, a task-based approach enables teachers to see if students are developing the ability to communicate. In more traditional language teaching you don't really know where the students are developing the ability to communicate, but watching them perform tasks you can actually see whether they are developing the ability to communicate.

Nevertheless, several issues concerning task-based learning must be mentioned. It is necessary to be aware of some downsides of using this approach. As it may encourage students to use their own language and vocabulary, it is important for the teacher to help them expand the vocabulary in the target language. In other case students won't be able to expand their vocabulary but only increase skills in using the language they already possess.

To solve these problems stronger students can work with weaker students, when stronger students are told to focus on using more advanced vocabulary. As it does not improve the skills of stronger students, they will need the help of the teacher.

Another crucial point is that after the Task Cycle is complete, the learning process is not. The evaluation part is critical for the students to become aware of the learning they have just gone through. Basically, there are two parts in the learning process of task-based learning which are of equal importance. The first is to do the work and go through the tasks, the second is to get the student to think about what it is he or she has just gone through . If the teacher does not follow up in the Post-Task, half of the task-based learning process is wasted.

**POSTHUMANISM: ALTERNATIVE REALITIES AND AI IN SCIENCE FICTION
BY G. EGAN AND R. MORGAN: POSSIBLE IMPACTS OF DIGITAL
TECHNOLOGIES ON SOCIETY AND HUMAN NATURE**

**ПОСТГУМАНИЗМ: АЛЬТЕРНАТИВНЫЕ РЕАЛЬНОСТИ И ИИ В НАУЧНОЙ
ФАНТАСТИКЕ Г. ЭГАНА И Р. МОРГАНА: ПОТЕНЦИАЛЬНОЕ ВЛИЯНИЕ
ЦИФРОВЫХ ТЕХНОЛОГИЙ НА ОБЩЕСТВО И ПРИРОДУ ЧЕЛОВЕКА**

I. Boyarkina

И. Бояркина

*University of Rome, Humanities Department, Rome, Italy
estel20@lmail.ru*

Римский университет, Рим, Италия