IMPLEMENTING TASK-BASED LEARNING IN LANGUAGE EDUCATION

L. P. Dubina

Belarusian State Agrarian Technical University, Minsk, Republic of Belarus,
rektorat@bsatu.by

This article deals with the principles, benefits, and practical application of the task-based language teaching approach. It is mentioned that task-based learning strategy focuses on communication through task completion. Practical implementation of task-based language teaching is presented.

Keywords: Task-Based Learning; modern language teaching methods; verbal explanations; target language; practical context.

ВНЕДРЕНИЕ ОБУЧЕНИЯ НА ОСНОВЕ ЗАДАЧ В ЯЗЫКОВОМ ОБРАЗОВАНИИ

Л. П. Дубина

Белорусский государственный аграрный технический университет, Минск,
Республика Беларусь, rektorat@bsatu.by

В данной статье рассматриваются принципы, преимущества и практическое применение подхода к обучению иностранным языкам на основе задач. Отмечается, что стратегия обучения на основе задач ориентирована на коммуникацию через выполнение заданий. Представлена практическая реализация обучения иностранному языку на основе заданий.

Ключевые слова: обучение на основе задач; современные методы обучения иностранным языкам; устные объяснения; целевой язык; практический контекст.

To remain competitive in our dream job and to keep up with the latest developments in education, language teachers need to constantly improve as educators and incorporate modern teaching methods into the class planning and teaching. One such method that all language teachers should be familiar with is Task-Based Learning (TBL), also known as Task-Based Teaching.

The task-based approach is one of many advanced language teaching methods today and focuses on giving learners a goal – it could be a report, video or presentation – and then following three basic stages to achieve that goal.

During the pre-task stage, which can take up a whole lesson if necessary, the teacher introduces the task to the students and motivates them to solve it.

Once everyone is engaged, the teacher should explain what is expected for the task.

The teacher may reinforce verbal explanations with examples or demonstrations of previous student work. If necessary, the teacher may provide additional instructions or advice for completing the assignment.

In the main stage of task-based learning, students usually begin working on tasks in groups or pairs. This stage is done in the target language so that students feel the need to use the language they want to learn to solve the task. Typically, the teacher does not participate in the task. Instead, they observe the students and give hints to those students who really need support.

Once the students have completed the task and have something to present, the review stage, also known as the post-task, starts. It's a good idea to let students evaluate each other's work and only offer a teacher review of frequently-made errors during the task. Peer correction could be carried out in the form of comments, feedback discussions, or a checklist with additional room for free commentary. The review stage offers students the opportunity to reflect on the work and analyze it in order to improve their skills for the future [3].

A class structure that includes different activities is used in task-based learning to solve tasks. The task can take up the entire class or, depending on project learning, can be completed over multiple classes.

The task is essentially a common problem that the student attempts to solve, and the activities are specific steps or exercises for accomplishing it.

Examples of tasks:
• Creating a presentation;
• Making a short movie;
• Writing a piece of text, such as a newsletter article;
• Acting out a skit;
• Creating an original game that includes writing down the game rules, playing the game, and evaluating the game;
• Working out the solution to a practical problem, such as planning an upcoming trip or gathering missing information;
• Participating in a group debate or discussion, like arguing for a favorite competitor in a TV show [1].

Task-Based Learning is a challenging and enjoyable teaching method! In Task Based Learning, students solve tasks that are relevant and interesting to them. In order to solve a task, they must communicate with their peers using the target language they are learning. Instead of answering grammar and vocabulary questions about the language, they use authentic language. Students are so immersed in the task they are working on that they do not feel that they are learning the language at that moment [2].

Task-based learning is particularly favourable for group learning. Learning the language in a group is also very important for effective retention. Co-operating with others and gaining confidence in the language within a group is a key step in acquiring the language. In addition, obtaining positive feedback from peers and teachers increases confidence and motivation to learn and communicate with others.

The practical context in which students learn the language is also related to their personal lives, which helps them understand the language better. It is a good idea to ask students at the beginning of the course about their hobbies and preferences so that you can include their interests in the assignments you set. In addition to the benefits for the students, a solid knowledge of the method will also help you in your career as a teacher [1].

Task-based learning is a rewarding method where students solve relevant tasks in the target language, communicating with peers. It fosters group learning, self-confidence, and retention, with students absorbed in tasks rather than grammar/vocabulary questions. Positive feedback and a practical context related to personal lives enhance learning and understanding, and applying this method can advance a teacher's career.

Библиографический список

1. BridgeUNIVERSE [Electronic resource] / What Is Task-Based Learning? A Guide to the Popular Teaching Method. – Mode of access: https://bridge.edu/tefl/blog/what-is-task-based-learning/. – Date of access: 21.09.2024.

2. BRITISH COUNCIL [Electronic resource] / TBL – Task-based Learning approach. – Mode of access: https://www.teachingenglish.org.uk/professional-development/teachers/t-w/tbl-task-based-learning. – Date of access: 21.09.2024.

3. SANAKO [Electronic resource] / An intro to the Task-Based Language Teaching methodology. – Mode of access: https://sanako.com/introduction-to-task-based-language-teaching-and-learning-method. – Date of access: 21.09.2024.