



**DEVELOPING TASK-BASED LANGUAGE TEACHING, POST-METHOD ERA AND
LEARNING OUTSIDE THE CLASSROOM COMPETENCE**

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Annotation

The following graduation project work deals with the issue of communicative teaching methods, mainly TBLT (Task-Based Language Teaching) approach, which are one of the most fundamental problems of modern EFL teaching. Unlike other methods, Task-Based Language teaching offers an alternative for language teachers. A natural context is developed from the students' experiences with the language that is personalized and relevant to them. The main focus of this approach is the process rather than the product. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Activities and tasks can be either: those that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom.

Аннотация

Данная выпускная проектная работа посвящена проблеме коммуникативных методов обучения, в основном подходам TBLT (Task-Based Language Teaching), которые являются одной из самых фундаментальных проблем современного обучения английского языка. В отличие от других методов, обучение на основе задач предлагает альтернативу для учителей языка. Естественный контекст развивается из опыта студентов с персонализированным и актуальным для них языком. Основным направлением этого подхода является процесс, а не продукт. Учащиеся изучают язык, взаимодействуя коммуникативно и целеустремленно, занимаясь задачами. Задачи могут быть либо: те, которые ученики могут использовать с реальной жизни; или те, которые имеют педагогическую цель, характерную для урока.

Introduction

It is known that new tendency of teaching English as a foreign language mainly relies on communicative approach. Traditional approach of teaching English put more stress on teaching form rather than meaning. Yet, later, it became obvious that there was a need to teach language on communicative proficiency rather than on the mastery of structure. The logical development of Communicative Language Teaching is considered as Task-Based Language Teaching (TBLT). TBLT is a type of method which is based on the use of tasks as the core unit of planning and instruction in language teaching.



The Actuality of the Project

As we mentioned above, one of the modern approaches of teaching English as a foreign language is based on teaching communication. Communicative competence is also stressed in CEFR as one of the four competences which should be developed in a language learner. As a main tool for teaching communication TBLT is considered as a foremost approach in forming and developing learners' communicative competence. The key focus for TBLT approach is on process rather than product. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Thus, we considered it actual to learn the role of TBLT approach in teaching English as a foreign language and analyze the results taken from the project for further use.

The Aim and Tasks of the Project Work

The aim of this project is to study the theoretical background of TBLT approach in teaching English as a foreign language and draw conclusions about advantages and disadvantages of the approach. To reach the aim put forward, we listed the following tasks:

- To study the theoretical background of TBLT approach in teaching English as a foreign language
- To search for TBLT activities and implement them in the practical part of our project
- To study advantages and disadvantages of the approach and analyze them
- To draw overall conclusions about the further implementations of the approach

The Brief Overview of Used Literature

While carrying out the project, we addressed several language teaching methodologists and linguists such as David Nunan, Wilkins, Feez and others. Their researches and views on communicative teaching served as a fundamental basis of our project work. Especially, Nunan's book "Designing Task for the Communicative Classroom" assisted us for choosing and designing tasks for TBLT based classes.

Task-Based Language Teaching

Writing is an important skill that can open up a world of possibilities for any student. Even in these days of the Internet and other technologies, written communication in English is still an asset for the aspiring student. But for a majority of our students writing is a skill they find hard to acquire. The major problems they face in writing are:

1. Finding an apt word suitable for the topics;
2. Using appropriate tenses based on the situation;
3. Using correct spelling and punctuation;
4. Organizing ideas neatly and coherently in paragraphs.

In a framework for TBLT, Jane Willis (1996) suggests a three stage process – pre-task, task-cycle, language focus – this comprises effective steps for improving students' writing skills. The result is that students tend to become better at formulating their ideas in a coherent way, using correct syntax/grammar, vocabulary.



A task-based on a personal memory that works well with any age is an “**I remember**” one. This can be given as an introductory task for students who have just started their course in writing. Here the teacher gives a number of prompts to elicit answers from the students.

Teacher: I want you think of five things that have happened to you. Write down each of the five things, beginning with the phrase “I remember”. When you’ve finished, share your ideas with a partner. (give Ss time to share)

Teacher: Now, write down one name associated with each of the five things you selected (waits a few minutes)

Teacher: Can you name our five senses? (Ss mention the five senses: touch, sight, smell, hearing and tasting). Write down the most important sense that goes with each of your “I remember” reflections. (waits a few minutes)

Teacher: Now, select the “I remember” you would most like to write about. Share the memory with your group. (waits about 15 minutes)

Teacher: Next, write the part of the memory that makes it memorable or important to you and share it with your group.

Teacher: Now, writing as fast as you can for ten minutes, see how much of the memory you can get down on paper. Don’t worry about punctuation or spelling; you can think about that later, if you like what you’ve written.

Teacher: (ten minutes later) Share your writing with your group members and ask them to make suggestions that will make it clearer.

We can notice that in this type of task, all the three phases- pre-task, task cycle and language focus- can easily be applied.

Post-Method Era

In his discussion around teachers’ senses of plausibility (Prabhu, 1990), Prabhu argues that there is no best methodology. His point is not that professional theory is redundant, only that we must, as teachers, remain engaged in the effectiveness or otherwise of our approach and methods in *real* classrooms. That in starting from a theory, we must adapt and change to meet each classroom’s needs.

There are two ways of theorising. One through largely intellectual endeavour and the other through practise in the field. The first is normally the preserve of the post graduates and professors whose names we see in countless journals, books and at conferences and so on. The second is personal theorising by teachers in the classroom. The ‘post method’ approach elevates the credibility and importance of personal theory and tries to resolve the distance between it, and professional theory.

There are myriad reasons why activities, lesson plans and materials work in one context and not another. Passionate and engaged teachers constantly try things in the classroom to find out what works. To help to make post methodology thinking more practical, outlined a possible system of post method thinking employing three guiding parameters;



Particularity

Each teaching context has unique learners working towards unique goals within a unique institutional context.

Practicality

This attempts to resolve the tension between professional theory and teacher practice by encouraging teachers to theorize and try out ideas in order to create their own personal theories.

Possibility

This encourages teachers to be brave and break from conventional ideas in order to best serve their students learning and personal goals.

What next?

As teachers, we need to think about a few things in relation to this.

1. Be aware of becoming a mechanical teacher. We need to constantly evaluate the effectiveness of our teaching methods with reference to our students' success in their learning goals. If we are going through the emotions, then we are not making conscious decisions on how well we are serving our learners.
2. Don't become married to a specific learning approach, lesson plan or activity. The plausibility we attach to our approach and methods should come less from ideology and belief, and more from constant reflection and assessment, and also from trying new ideas to see if we can continue to improve and evolve our teaching.
3. Most importantly, always keep your learners in mind. Where are they from? What are their learning goals? What do they expect? How plausible are your methods to them? Don't forget that learners need to trust and believe in their teachers, you may have to adapt to take their expectations into account.

Learning Outside the Classroom

Learning outside the classroom is the use of places other than the school for teaching and learning. Places may refer to a location, activity or workshop, but regardless of where learning outside the classroom takes place, the purpose is the same - to give students a real-world learning experience that will set them up for success in life beyond school.

Conventional teaching focuses on repetition and memorization to educate students and is beneficial for sharing new knowledge and teaching students who learn best by listening. However, conventional teaching doesn't encourage students to develop critical thinking, problem-solving and decision-making skills, which learning outside the classroom can. Not only can learning outside the classroom lead to a deeper understanding of challenging concepts, but it can also provide a context for learning in many areas.

Chiesa and Bailey (2015) argue that students who are engaged in dialogue journal writing find this as not only a language learning task but a way to grow socially, mentally and emotionally with the support



of a teacher. Dialogue journals can be used from secondary school settings to advanced academic courses and with almost all levels of language proficiency. In order for dialogue journals to be successful, teachers should take into consideration several principles.

As a writing teacher I can help my students develop their writing skills outside the classroom using the following activities:

1. Write an English-language diary- regular practice really helps learners to learn a language. A daily or weekly diary is a great way to have regular writing practice. Whenever they have some 'news', they could write a short diary entry. Besides, keeping a diary, they enjoy having an English diary blog. Blogs are like an online journal. They can write about their news, interests, ideas, wishes, humour and anything else they think about. Research suggests that blogging helps learners practise writing. Learners tend to write more in blogs – they are writing for a real audience and a real purpose. Here I want to emphasize that due to the Debate club led by me for the second year, we created a blog that follows 5 initiatives suggested by our president Sh.M. Mirziyoyev. In our blog students make posts describing events held in our University thus sharing their own attitudes, feelings. Due to this task my students enhance their vocabulary, develop critical and analytical thinking as well as creativity.

2. Write stories: I ask them to find a picture that interests them. Ask them to write a short story about it. They could create their own collection of short picture stories. Students enjoy creating their own 'movie' – this is a really creative way to practice writing skills. I ask learners to shoot a silent video and ask them to write 10–20 English words to describe their video.

Conclusion

The foundation stone of my teaching philosophy is the combination of friendly atmosphere, meaningful content teaching and integration of technology to language teaching. I've also found, however, that an open exchange between students and teachers and among students themselves can only take place when the instructor provides structure and direction. Students need a clear idea of what's expected of them in the classroom and in their assignments.

To sum up I'd like to say that I enjoy teaching as from early childhood (at the age of three) I was dreaming of becoming an English teacher and work at that awesome building of Bukhara State University.

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