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Тема: Організація навчання на основі завдань на уроках англійської мови як іноземної

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Qualifying paper

IMPLEMENTING TASK-BASED

LEARNING APPROACH IN EFL CLASSROOM.

Bachelor's Thesis

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INTRODUCTION

Task-based language learning is one of the broadly utilized instruction methods. Over the past few decades, this approach has accumulated more and more consideration and it has been the fundamental theme of a few logical papers, citations, and theses. The key principle of this method is challenging for both the teacher and the student. The teacher must carefully and attentively select meaningful and developmental tasks for the students. The learners have to execute the challenging assignment effectively.

A **large number** of acknowledged linguists have dealt with the investigation of the given topic. For instance, Rod Ellis, David Nunan, Peter Skehan, Graham Crookes, William Littlewood, Saravanan Prabhu Nadarajan are well known figures in the field of Task-Based Language teaching approach. Rod Ellis is a well-known linguist who can be considered as the leading theorist of Task-based Language Learning. David Nunan is known for his expressive research concerning the field of English teaching methodologies, and has a book dedicated for the task-based language teaching approach. Peter Skehan is a Professor at Kings College London. He published plentiful articles on second language acquisition and task-based learning. Graham Crookes is a professor in the department of Second Language studies, his work uncovered numerous significant aspects of the TBLT approach. He was co-editor of two volume series on task-based language teaching (Tasks in a pedagogical context and Tasks and language learning) published by Multilingual Matters in 1993. William Littlewood is a reputed author who published several writings about teaching in EFL settings and Task-Based language learning approach. Finally, N.S Prabhu is one of the main figures of the TBLT, he is a respected and integral part of TBLT as he was the first to establish the concept of this method.

These individuals formed today's aspect of the TBLT approach. Thus they significantly contributed to the understanding of TBLT and EFL, thereby contributing to the development of methodologies.

The **current thesis** tries to gain insight into the advantages and drawbacks of the TBLT teaching approach. It explores both the theoretical and practical applications through comprehensive investigation and critical assessment, while considering EFL settings. The paper tries to offer a nuanced and all encompassing understanding of how TBL can work in EFL classrooms as an educational catalyst for comprehensive language development.

The **object** of the thesis points out the theoretical concepts of TBLT and EFL.

The **subject** of the thesis is to examine and highlight particular activities concerning the implementation of TBLT.

The **purpose** of the thesis concerns the primary focus on the fundamental principles of Task-Based Language Teaching and to highlights its effectiveness in English EFL instructional settings.

The **tasks** of the thesis are the following:

- Critical analysis of the relevant academic literature
- Develop a conceptual framework of the given study.
- Assessment of the effectiveness of TBLT in EFL settings.

The **methods** used in the first and second Parts are based on descriptive method and theoretical analyses. The third Part of the thesis is a questionnaire, which delves into real-life implementation of the method of TBLT.

The **novelty** of this thesis examines teachers' approaches to TBLT methodology, as well as how and to what extent they resort to this method during their lessons.

The **theoretical value** of the thesis is to collect information about Task-Based Language Teaching learning process used in EFL classroom.

The **practical value** of the thesis lies in gaining a real picture of TBLT implementation in EFL contexts.

PART 1

THE THEORETICAL BACKGROUND OF TBLT

The first part of the thesis aims to provide detailed information about the theoretical background of TBLT, also tries to define the general principles which are indispensable to comprehend the given approach.

1.1. Definition of a task

To understand the approach of TBLT, the definition of task is needed.

One of the definitions state that a task is a piece of work undertaken for oneself or for others, freely or for some reward. (Mike Long 1985,p89) This definition is excessively general. Thus examples of tasks include driving a car, climbing a tree, washing the dishes, buying a cone of ice cream, going to the gym, going for a job interview, playing with our dog, writing a piece of code, help out someone by picking up their fallen grocery products and the list goes on. Basically, tasks are things that we do in our everyday lives. Long defined the task in a non-technical or linguistic nature. He outlines a variety of actions that an average person would describe if they were asked what they are doing. He tries to show us that the vast majority of tasks are not even related to language, and they are different from language exercises in classrooms. (David Nunan 2004,p2)

Tasks are defined as activities that people need to perform to advance their work and personal lives. They are fundamental to human nature and behavior. It is widely recognized that human performance is influenced by the interaction of task characteristics, particularly the complexity and urgency of the task. The quality of a completed task relies on the skill and knowledge of the person performing it. Task characteristics are anticipated to significantly affect both individual and group behaviors. (Peng Liu & Zhizhong Li, 2012, p553)

As it was presented in the later section of the thesis, the general definition of task is way too broad.

This is why it is essential to define the term “task” in a pedagogical environment:

A definition of a pedagogical task is any structured language-learning activity with a specific objective, relevant materials, operational guidelines, and anticipated outcomes for participants. Thus, the term "task" encompasses various work plans aimed at facilitating language learning,

ranging from brief and simple exercises to more extensive and complex activities like group problem-solving, simulations, and decision-making exercises.(Breen, 1987, p 23)

In professional and pedagogical education, the task-based approach is defined as a training methodology that incorporates specialized practice-oriented tasks into the curriculum of academic disciplines. This system comprehensively mirrors the content, structure, and techniques of specific teaching practices.(Oleksenko, K., Kryvylova, O., Sosnickaya, N., Molodychenko, V., & Kushnirova, T. ,2021,p411)

This definition is overly broad, suggesting that any action taken by the learner in the classroom can be considered a task. Essentially, it categorizes any classroom activity as a task.

A more precise definition is: a classroom activity in which the learner uses the target language for a communicative purpose to achieve a specific outcome. In this context, the idea of meaning is inherent in the term 'outcome.' In a communicative task, language is used to produce a result through the exchange of meaning.(Willis,1996,p. 173).

The five key characteristics of a task are:

- Each task should have a meaning- and purposeful content.
- While solving a task, the instructor should encourage students to generate their own ideas , rather than copying each others sentences.
- The task should have a connection with some real-world activity.
- The execution of the task is the main goal, this develops and enhances the learning process.
- The evaluation of the tasks is crucial and should happen after the task was executed.

(Nunan,2005,p3)

Another definition of a pedagogical task is a classroom activity that engages learners in understanding, manipulating, producing, or interacting in the target language. During this process, learners focus on using their grammatical knowledge to convey meaning rather than simply manipulating form. The task should be complete in itself, functioning as an independent communicative act with a clear beginning, middle, and end. (Nunan, 2004,p4)

By an other deffinition, a task is a structured activity where students must use language practically to achieve a specific objective. This objective might be assessed by determining if the appropriate propositional content has been communicated. Although the task design may guide them towards certain forms, learners should concentrate on meaning and utilize their existing language abilities. The aim of a task is to encourage language use that directly or indirectly

resembles naturalistic language use. Like other language tasks, it may require various cognitive processes along with productive or receptive verbal or written skills.(Ellis 2003, p 16)

According to the Cambridge International Dictionary of English (1995), a task is described as 'a piece of work to be done, especially one done regularly, unwillingly, or with difficulty.' The compilers of the 1989 edition of the Oxford English Dictionary are even less enthusiastic about the term, defining a task as 'a piece of work imposed, exacted, or undertaken as a duty or the like,' or 'a portion of study imposed by a teacher.' Initially, the term 'task' may seem an unlikely choice to underpin a learner-centered pedagogy aimed at motivating lifelong learning. Definitions of 'task' vary along a continuum depending on the emphasis placed on communicative purpose as a fundamental criterion.

For certain authors, the presence of a communicative purpose is not considered a necessary requirement. For instance, some define a task as 'any activity that learners participate in to enhance their language learning process' (Williams and Burden, 1997, p. 168). Others expand this concept to include a variety of learning activities 'ranging from simple and short exercises to more complex and extended activities such as group problem-solving or simulations and decision-making' (Breen, 1987, p. 23). While some researchers adopt this broader definition, they also distinguish between two primary variations of tasks within it. The first type is the Communication task, where the learner prioritizes and concentrates more on conveying meaning rather than on form. The second variation is referred to as 'enabling tasks,' where the primary focus of students is on linguistic aspects such as grammar, vocabulary, pronunciation, functions, and discourse.(Estaire and Zanon,1994,13–20)

Some authors do not strictly define tasks solely in terms of communication but predominantly consider them to involve communication. For example, another definition links tasks with 'realistic language use,' stating that 'communicative exercises ... provide opportunities for relatively realistic language use, focusing the learner's attention on a task, problem, activity, or topic, and not on a particular language point (Stern, 1992, p. 195–196). Many writers view tasks as activities inherently involving communication. They define tasks as activities where the learner uses the target language for a communicative purpose to achieve a specific result (Willis, 1996, p. 23). In summary, there are numerous definitions with varying semantic nuances when examining the definition of tasks.

Definition of task in pedagogical terms:

Pedagogical tasks refer to the activities and materials that teachers and/or students engage with in the classroom or other instructional settings. The term "task" serves as the

primary unit of analysis throughout the design, implementation, and evaluation of a Task-Based Language Teaching (TBLT) program, including the assessment of student achievement through task-based, criterion-referenced performance tests (Long, 2014, p. 6). Regarding the Focus on Form (FonF) aspect, it acknowledges that while learners may participate in interactions primarily focused on meaning, there is also consideration for form (general form rather than specific forms). This approach ensures that natural communication is maintained without compromising the prioritization of form and potential for linguistic development. The latter definition aligns more closely with classroom activities, as the term "task" is contextualized within a pedagogical environment, distinguishing it from everyday tasks. Instead, it focuses on describing what learners will engage in outside the classroom, defining tasks based on their activities within the class (Skehan, 2003, p. 2).

To effectively implement the Task-Based Language Teaching (TBLT) approach, a task-based syllabus is necessary. Tasks might be categorized as either focused or unfocused. Unfocused tasks do not intentionally guide learners towards using a specific linguistic feature. Conversely, focused tasks are designed to prompt learners to engage with a predetermined linguistic aspect, such as a grammatical structure (Ellis, 2003, p. 65). Another study focusing on grammatical structures suggests that tasks can be constructed to involve grammatical knowledge in different ways and to different extents. We will categorize the involvement of a grammatical structure in a task into three types: task naturalness, task utility, and task essentialness. In task naturalness, a grammatical construction may naturally arise during the performance of a task, but the task can often be completed successfully, even without it. In cases of task utility, completing a task is possible without using the structure, but employing the structure makes the task easier. The highest demand a task can place on a structure is essentialness: the task cannot be accomplished successfully unless the structure is utilized (Loschky and Bley-Vroman, 1993).

An unfocused task is one where language is used in a general manner, without specific rules or guidelines to adhere to. Such tasks aim to demonstrate how language is naturally used in everyday situations. Conversely, a focused task entails specific rules or features that must be incorporated during communication. This type of task provides a context for utilizing particular linguistic features, such as grammar structures or vocabulary words (Ellis, Shaofeng, and Yan, 2016, p. 206).

For instance, an unfocused task could involve requesting someone to narrate their workday experiences. They are free to discuss any aspect of their task without specific instructions on what to include. Conversely, a focused task might entail asking someone to elucidate the distinction between "affect" and "effect". Here, they must concentrate on correctly utilizing these

two words in their explanation. The primary disparity between these task types lies in one permitting greater linguistic freedom, whereas the other necessitates adherence to specific rules or guidelines (Nunan, 2004, p. 2).

Focused tasks are designed with precision to ensure learners effectively grasp the intended language aspect, prioritizing form during task execution. Listening tasks, for instance, may adopt this approach by introducing specific language features to learners. Unlike reciprocal tasks that involve learner interaction, focused tasks can be categorized as non-reciprocal. They typically fall into three primary categories:

1. Structure-based production tasks: These tasks aim to elicit particular language features or structures. For instance, activities like Picture Difference, Picture Sequencing, and Picture Drawing prompt the use of question forms or simple present and future tenses through tasks such as exchanging travel itineraries.

2. Comprehension tasks: These tasks operate on the premise that language acquisition occurs through input processing. Learners are tasked with consciously attending to and noticing linguistic forms presented as input. Subsequent tasks are tailored based on the learner's responses during the input phase.

3. Consciousness-raising tasks: they are structured to facilitate explicit learning, aiming to enhance comprehension awareness rather than mere linguistic noticing. Learners actively participate in language discussions and are prompted to formulate their own grammar rules..(Grace Ganta 2015,p2762)

On the other hand, unfocused tasks adhere to a theory positing that learning is primarily an implicit process, not directly influenced by explicit instruction. According to the theory of implicit learning, practice should engage learners in authentic communicative activities, in line with the principles of communicative language teaching. Research indicates that structured tasks and those grounded in familiar information typically result in higher accuracy, while tasks that challenge learners to draw reasoned conclusions facilitate more advanced language development. Moreover, providing planning time before task engagement and involving learners in post-task activities, such as self-assessment writing, enhance both complexity and accuracy.

Unfocused tasks are rooted in a theory asserting that learning occurs implicitly and cannot be directly impacted by instructional guidance. This theory advocates for practice that immerses learners in genuine communicative interactions, aligning with the core tenets of communicative language teaching. Studies suggest that structured tasks and those centered on familiar content tend to yield greater precision, while tasks that prompt learners to derive justified conclusions

tend to foster more sophisticated language skills. Additionally, research indicates that allocating planning time to learners before task execution enhances complexity, and incorporating post-task activities, such as self-assessment writing, further enhances accuracy.(Grace Ganta 2015,p2762)

1.2. The initial stage of TBLT approach

One of the earliest propositions for task-based teaching can be traced back to humanistic language teaching. Humanistic educational principles prioritize students' holistic growth by acknowledging both the affective and cognitive dimensions of learning. Humanistic approaches encourage learners to understand and utilize their emotions to foster care and collaboration with others, thereby enhancing their self-esteem and motivation to learn (Rod, 2003, p. 31).

This perspective helps us understand the complementary roles of form-focused and meaning-focused tasks in our teaching methodology. It also underscores the connection between task-based language teaching and the broader communicative approach, of which it is an evolution (Littlewood, 2004, p. 319).

Lately, there has been considerable attention from language researchers and syllabus designers on task-based approaches to second language teaching. These approaches prioritize the performance of tasks or activities over the explicit teaching of grammatical rules (Rahimpour, 2008, p. 47).

Investigating Task Utilization: Insights from Researchers, Evaluators, and Educators

Three primary groups have been recognized as having a vested interest in the application of tasks:

- 1.Researchers
- 2.Testers
- 3.Teachers

Each group has unique considerations when integrating tasks into their respective domains. Researchers typically view tasks as either convenient or essential tools for investigating theoretically-driven inquiries. While these inquiries may have pedagogical relevance, they are not usually the primary motivation for researchers. Instead, the focus tends to be on empirical studies, prioritizing validity levels, with task selection and utilization being secondary to the research questions posed. Consequently, tasks are often self-contained and examined within a

cross-sectional research framework, where data collection occurs outside the classroom environment, followed by analysis.

Similarly, language testers seek self-contained individual tasks to gather data from real communication instances, which can then be evaluated and standardized. While their objectives align with those of researchers in terms of working with tasks of known qualities, testers prioritize tasks that do not unduly influence performance outcomes.

In contrast, when teachers explore tasks from a pedagogical standpoint, their approach is inherently classroom-based and less susceptible to manipulation compared to research studies. In this context, the relevant timeframe for tasks is likely to be extended, as teaching objectives extend beyond demonstrating experimental effects and are integrated into an extended pedagogical sequence (Skehan, 2003:2).

1.3. The actuality of TBLT in EFL settings

To gain a comprehensive understanding of Task-Based Language Teaching (TBLT), it is necessary to first delineate Foreign Language (FL) settings. A distinction commonly arises between a foreign language (FL) context and a second language (SL) context. In an FL context, instruction in a language other than the learner's native language typically occurs within the student's own country and is often limited to a school subject. Conversely, an SL context refers to a setting where a target language, different from the learners' native language, serves as the medium of instruction. It also encompasses situations where individuals residing in a particular locale learn the native language spoken there, despite having another first language. For instance, English in the UK may be regarded as the SL for many immigrants.

To elaborate further on the distinction between a foreign language and a second language: A foreign language is defined as "a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language" (Richards & Schmidt, 2010, p. 224–225). For example, English is categorized as a foreign language in countries such as France, Japan, China, Venezuela, and various other regions. Conversely, a second language is defined as "a language that plays a major role in a particular country or region, though it may not be the first language of many people who use it" (Richards & Schmidt, 2010, p. 514). A second language is one that is widely employed as a means of communication and is typically used alongside another language

or languages. For instance, English is considered a second language in nations like Singapore, Nigeria, India, and the Philippines (Ali Shehadeh, 2012, p. 4).

When employing Task-Based Learning (TBL), the primary emphasis should be on planning for flexibility. Teachers ought to consider learners' interests, language proficiency levels, and other individual characteristics when designing tasks that cater to their needs and foster the development of necessary skills. The methodology of Task-Based Learning underscores the importance of paying considerable attention to the contextual usage of words when introducing new topics, taking into consideration phrases, sentences, and the contexts in which words are employed (Ivashchuk, A., Malyk, V., Trubenko, I., Varha, N., & Zhalinska, I., 2023, p. 4).

In the contemporary landscape of language education, the implementation of Task-Based Language Teaching (TBLT) in teaching English as a Foreign Language (EFL) holds significant relevance and continues to be a topic of paramount actuality. As globalization strengthens interconnectedness across borders and demands proficient communication skills, the traditional paradigms of language instruction are being reassessed. The dynamism of TBLT, grounded in its focus on real-world tasks and communicative competence, aligns seamlessly with the evolving needs of language learners,

Language acquisition goes beyond rote memorization of vocabulary and grammatical rules. Learners are increasingly seeking practical, applicable skills that enable them to navigate diverse linguistic scenarios with confidence. TBL, with its emphasis on learning through meaningful tasks, addresses this shift by immersing students in authentic language use. Whether it's engaging in problem-solving activities, role-playing, or collaborative projects, TBL fosters a learning environment where language is not just a theoretical construct but a tool for effective communication.

Moreover, the technological advancements and the rise of digital communication platforms have further amplified the importance of practical language skills. In a world where individuals communicate across borders through emails, video conferences, and collaborative online projects, TBL stands out as an approach that mirrors these real-world communication scenarios. The skills cultivated through TBL—such as negotiation, persuasion, and information exchange—are directly transferable to the demands of the contemporary globalized workforce.

The actuality of implementing TBL in EFL is also underscored by the growing emphasis on learner-centered approaches. TBL inherently encourages active participation, autonomy, and

critical thinking among students. In an era where personalized learning experiences are increasingly valued, TBL aligns with the pedagogical shift towards creating student-centric classrooms, promoting not only language proficiency but also a sense of ownership and engagement in the learning process.

Furthermore, research and empirical evidence continue to highlight the positive impact of TBL on motivation and retention. Students are more likely to remain engaged and committed when learning is perceived as relevant and applicable to their real-life needs. TBL, by design, capitalizes on this principle, making language acquisition a dynamic and meaningful endeavor.

Methodology of TBLT

In pedagogy, tasks are utilized in two distinct manners:

Task-supported language teaching integrates tasks into conventional language-based instructional approaches. For instance, the "PPP" (present, practice, produce) method involves introducing a linguistic form, followed by controlled practice, and concluding with focused tasks that enable learners to freely apply the language. This sequence commences with the presentation of a pre-selected language item to raise learners' awareness of the linguistic focus. The final stage offers opportunities for learners to independently apply their acquired knowledge. Here, focused tasks serve as a "methodological device" to implement a structural syllabus.

Conversely, in Task-Based Language Teaching (TBLT), tasks are regarded as the primary instructional tool, whether they are focused or unfocused. These tasks are viewed as complete teaching units and are utilized to structure entire courses. The TBLT approach necessitates a tailored syllabus built around tasks, representing the most effective strategy. A genuine TBLT course requires resources for needs assessment and the development of customized materials for individual learners. Textbook series featuring a structural syllabus are widely available globally as they teach universal language structures.

TBLT is a flexible and effective strategy for educating English as EFL learners, primarily due to the diverse range of task types available. Teachers must evaluate the most effective task types and integrate this knowledge into the lesson planning process.

These are the differences in process features for the two groups:

	TBLT	PPP
Amount of input and output	Same input as PPP but less	Same input as TB but more

	opportunity for output	opportunity for output
Degree to which the input was contextualized	Target words were mostly contextualized	Target words mostly de-contextualised
Chances for learners to seek out meaning	The tasks generally required the learners to 'search' for meaning.	The activities did not require the learners to 'search' for meaning.
Learners' discourse control	The learners' production was generally student-initiated.	The learners' production was generally teacher-initiated.
Characteristics of teacher-initiated exchanges	Very few IRF(initiate-respond-follow up) exchanges occurred.	Restricted types of IRF exchanges frequently occurred.
Characteristics of student-initiated exchanges	Extended interactions beyond those initiated by the teacher occurred. Negotiation of meaning transpired within one of the two classes.	No negotiation took place.

(Shintani ,2011,p115)

PART 2
THE CHARACTERISTICS OF TASK-BASED LANGUAGE TEACHING

2.1. Practical implementation of TBLT in EFL settings

Sequences for introducing tasks:

The Process of Task Based Language Teaching

Step 1	Example
Generate several schema-establishing activities aimed at introducing initial vocabulary, language and context for the task	Examine job listings in newspapers and online job boards. Identify crucial qualifications and requirements (including some in abbreviated form), and match individuals with suitable job opportunities.
Step 2	Example
Provide learners with structured exercises to practice using the vocabulary, grammar structures, and language functions targeted in the lesson.	Listen to a scripted dialogue between two individuals discussing job opportunities and rehearse the conversation. Then, rehearse once more using the same dialogue but incorporating details from the job listings in step 1. Finally, endeavor to deviate from relying on the scripted dialogue verbatim during the last practice session.
Step 3	Example
Give learners authentic listening practice.	Listen to native speakers of English talking about job interviews. Encourage learners to identify familiar words and phrases, then match the dialogues with the jobs.
Step 4	Example

Direct learners' attention to language components such as grammar and vocabulary.	Play the dialogue once more and encourage learners to examine the patterns of intonation. Utilize cue words to compose full questions and responses incorporating comparatives and superlatives (greater, most beneficial, hardest).
Step 5	Example
Offer more unrestricted practice opportunities.	Information gap role play. Student A assumes the role of a job seeker. Student A will jot down their qualifications and preferences, then contact the hiring manager. Student B acts as the hiring manager. Student B will utilize the job listings to propose suitable job options to their partner.
Step 6	Example
Pedagogical task	Group activity: Discussion and decision-making task. Encourage students to inspect a list of jobs, and decide with the class what work would be the best and most suitable.

(Nunan,2004,p34)

The seven principles of task-based language teaching

Principle 1: Teacher support and scaffolding

While implementing TBLT, teachers should keep in mind that lessons and instructional materials should furnish supportive structures in which learning unfolds. When students are on the beginning of their learning, they should not be expected to form language that has not been introduced either explicitly or implicitly. A fundamental responsibility of the instructor is to establish a supportive framework within which learning can occur smoothly and easily. This is crucial when the teacher tries to implement an analytical approach like TBLT, where learners encounter comprehensive language structures that often exceed their current processing capacity. The teacher has to know how to remove this scaffolding and give the learners more free space of creation. If the support is removed too quickly, the learning process may be disrupted. Conversely, if maintained for too long, learners may not cultivate the autonomy needed for independent language use.

Principle 2: Task sequence and dependency

In a lesson, each task should stem from and build upon the preceding ones-

In a way, this sequence narrates a 'pedagogical' story, guiding learners gradually to the point where they can execute the final instructional task in the series. Within the task-dependency framework, several other principles come into play. One of these is the receptive-to-productive principle. Initially, learners devote a larger portion of time to engaging in receptive tasks (listening and reading) compared to productive tasks (speaking and writing). As the instructional cycle progresses, this ratio shifts, with learners dedicating more time to productive activities. Additionally, the reproductive-to-creative language principle is employed in constructing chains of tasks.

Principle 3: Repetition

The repetition of language structures/forms and language in general enhances learning opportunities. If the instructor decides to use an analytical approach to teaching, one must understand that it is based on the comprehension that learning is not a binary process, that achieving mastery in one go should not be expected. Learning occurs incrementally and is inherently volatile. If we acknowledge that learners will not fully master a linguistic item upon initial exposure, it follows that they should encounter it repeatedly over time. This recycling process enables learners to encounter target language items in various contexts, both linguistic and experiential. Consequently, they gain insight into how a particular item fits into the larger linguistic framework, similar to a jigsaw puzzle. They also observe its application across different subject areas. For instance, they grasp how expressions of preferences and yes/no questions with do/does are used across a range of contexts, from entertainment to culinary discussions.

Principle 4: Active learning

Learners acquire language skills most effectively when actively engaging with the language they are studying. Central to this notion is the idea that learners benefit most from hands-on participation—actively constructing their own understanding rather than passively receiving information from the instructor. Applied to language education, this implies that the majority of classroom time should be dedicated to opportunities for learners to utilize the language. These activities can take various forms, ranging from practicing scripted dialogues to completing

exercises based on listening comprehension. Nonetheless, the crucial point is that it is the learner, not the instructor, who is actively involved in the learning process. This is not to suggest that there is no role for teacher guidance, explanation, and so forth, but rather that such teacher-centered activities should not dominate instructional time.

Principle 5: Integration

Learners should be instructed in a manner that elucidates the connections among linguistic structure, communicative purpose, and semantic significance.

Traditionally, language teaching methodologies primarily followed a synthetic approach, wherein the grammatical, lexical, and phonological components were taught separately. However, in the 1980s, early proponents of communicative language teaching challenged this approach by contending that focusing on linguistic form was unnecessary, and that learners simply needed opportunities to engage in communication in the target language. This debate led to a division between advocates of form-focused instruction and those of meaning-focused instruction. Advocates of the latter argued that while mastering grammar is crucial for effective communication, explicit emphasis on linguistic form is dispensable. More recently, applied linguists, particularly those working within the systemic functional linguistics framework, have proposed that the educational challenge is to 'reintegrate' formal and functional aspects of language. They advocate for a pedagogical approach that explicitly reveals to learners the systematic connections among form, function, and meaning.

Principle 6: Reproduction to creation

Learners should be motivated to transition from replicating language patterns to employing language creatively. Reproductive tasks involve learners reproducing language models provided by the instructor, textbook, or audio material. These tasks are aimed at helping learners achieve proficiency in language structure, meaning, and function, serving as a foundation for more innovative tasks. Creative tasks, on the other hand, entail learners reassembling familiar components in new and inventive ways. This principle is applicable not only to intermediate and advanced students but also to beginners, provided that the instructional process is meticulously structured.

Principle 7: Reflection

Learners should be provided with opportunities to reflect on their learning progress and assess their performance. Cultivating reflective learning is a component of learner training, wherein the focus shifts from language content to the learning process itself. In essence, the concept of learning-how-to-learn is not inherently more emphasized in one pedagogical approach over another. However, Nunan suggests that this reflective aspect aligns particularly well with task-based language teaching. TBLT exposes learners to various educational activities, each supported by at least one learning strategy. Research indicates that learners who are cognizant of the strategies guiding their learning tend to excel academically. Moreover, for learners accustomed to traditional classroom settings, TBLT may seem perplexing or unfamiliar, prompting questions like, 'Why are we doing this?' Integrating a reflective component into instruction can aid learners in understanding the rationale behind the new approach (Nunan,2004p35-38) .

The aims of implementing task-based learning approach in EFL classroom

Students can effectively acquire language skills by engaging with authentic spoken and written language, utilizing the language to complete tasks, processing their exposure and usage, and focusing on linguistic forms. Task-Based Learning (TBL) has emerged as a contemporary approach to language education, advocated by various scholars with the aim of meeting the diverse needs of language learners.

Prabhu was among the first researchers in implementing TBL in some extent, highlighting the effectiveness of task-oriented learning over focusing solely on language forms. TBL empowers students to employ cognitive processes to generate outcomes from the information they receive, enabling educators to oversee and guide the learning process.

This methodology facilitates the acquisition of new language competencies and the reinforcement of existing knowledge among learners. Furthermore, TBL offers language instructors flexibility, enabling students to prioritize task completion over adhering strictly to specific language forms prescribed by the teacher. The Task-Based Language Learning approach is designed to enhance both the cognitive and communicative skills of language learners, a feature that has been warmly welcomed by language educators, researchers, textbook authors, and curriculum designers. In response to the demands of the modern educational landscape, textbook publishers began labeling their materials as task-based, while syllabus designers started claiming adherence to task-based learning principles, although some may not fully grasp the distinction between task-supported and task-based learning methodologies.(Grace Ganta,2015,p2760)

2.2. The relevance of TBLT approach

In EFL teaching, effective design is paramount to ensuring learners derive maximum benefit from their study efforts. According to Long, in language education, learners rightfully expect to acquire only what is necessary and avoid wasting time and resources on irrelevant content. Analogous to medical treatments, learners are entitled to language courses tailored to their specific objectives and requirements. Thus, the development of language courses should commence by identifying learners' objectives and assessing their current or future communicative needs. This approach guarantees that the course content remains pertinent, logical, and impactful.

A considerable number of foreign language learners possess knowledge of the grammatical structure of the L2, yet struggle with fluency in speaking. Conversely, some may seek to improve their listening skills, as they may comprehend the language when spoken but face challenges in interpreting conveyed information accurately. (Long, 2015, p11)

The relevance of implementing TBL in the domain of teaching English as a EFL is undeniably significant and resonates deeply with the evolving needs of learners and the dynamic landscape of language education. This relevance is multifaceted and extends across various dimensions, addressing both the immediate requirements of language learners and the broader educational objectives in a globalized world.

Real-World Applicability:

TBL's emphasis on real-world tasks directly aligns with the practical language needs of learners. In an era where communication transcends geographical boundaries, learners seek language skills that are immediately applicable in professional, academic, and social settings. TBL, by immersing students in authentic language use, bridges the gap between theoretical language knowledge and practical application, enhancing the relevance of language education.

Global Communication Demands:

As globalization accelerates, the ability to communicate effectively in English becomes a crucial skill. TBL, by fostering communicative competence and encouraging learners to engage in meaningful language tasks, equips them with the skills needed to navigate the demands of global communication. This is particularly relevant for individuals aspiring to participate in

international collaborations, work in diverse multicultural environments, or pursue academic endeavors in English.

Technological Integration:

The integration of technology in communication has transformed the way individuals interact. TBL's focus on practical language skills resonates with the digital communication platforms prevalent in today's society. Learners engaged in TBL activities are not only exposed to traditional language contexts but also gain proficiency in utilizing language within the digital realm, preparing them for the challenges and opportunities presented by technology-driven communication.

Learner-Centered Pedagogy:

The shift towards learner-centered pedagogy is a defining characteristic of contemporary education. TBL inherently promotes active student participation, autonomy, and critical thinking. In an educational landscape that values personalized learning experiences, TBL stands out as a pedagogical approach that places learners at the center, fostering a sense of ownership and empowerment in their language learning journey.

Motivation and Engagement:

TBL has demonstrated its efficacy in enhancing student motivation and engagement. By offering tasks that are interesting, relevant, and reflective of real-life situations, TBL captures the attention and enthusiasm of learners. The motivational aspect is crucial for sustaining long-term interest in language learning, ensuring that students remain committed to their linguistic development beyond the confines of the classroom.

Cultural Sensitivity and Diversity:

In a globalized world, language learners are often exposed to diverse cultural contexts. TBL, through its focus on authentic tasks, provides opportunities for learners to explore and navigate different cultural nuances embedded in language use. This not only enhances cultural sensitivity but also prepares individuals to communicate effectively in multicultural settings, a skill of increasing importance.

Procedural syllabus ,process syllabus,Task-based language teaching

Currently there are three kinds of proposals for task-based teaching syllabuses.

1. The procedural syllabus (Prahbu, 1987, p46);

2. The process syllabus (Breen, 1984;76)
3. Task-based language teaching (Long & Crookes,1992).

While each proposal differs significantly from the others, they all share the rejection of linguistic elements such as words, structures, notions, functions, and situations as the primary unit of analysis, instead opting for the task as the unit of analysis. These approaches are purported to create more conducive conditions for the development of second language proficiency compared to approaches solely focused on explicitly teaching and learning language rules. However, research validating this assumption is still in its nascent stages.

The procedural syllabus is linked to the work of Prabhu, Ramani, and their associates on the Bangalore/Madras Communicative Teaching Project (CTP) in India from 1974-1984. Early influences of this syllabus were comparable to those of the Malaysian communicative syllabus. The Bangalore project emphasizes teaching through communication, characterizing it as "learning-centered" rather than "learner-centered," based on the premise that learning forms is most effective when attention is directed towards meaning (Long and Crookes, 1992, p.34). The construction of grammar by learners is an unconscious process that is most effectively facilitated by engaging learners with meaning, verbal expression, and practical application. (Prabhu, 1982,p2)

The CTP syllabus does not include any specific linguistic instructions; instead, it comprises a series of problem-solving tasks. These tasks, aimed at focusing on meaning, fall into three categories: opinion-gap, information-gap, and reasoning-gap activities (Prabhu, 1987, pp. 46-47). These types of tasks, including opinion-gap activities initially and later information-gap and reasoning-gap activities, were utilized in the Bangalore project. According to Long and Crookes, the tasks employed by Prabhu in the Bangalore project are similar to those found in various versions of communicative language teaching (CLT), although not strictly task-based in an analytical sense. The significant departure from CLT that the Bangalore project represented was not just in the tasks themselves but also in the instructional emphasis on completing tasks rather than solely focusing on the language used during the process (Long and Crookes, 1992, p. 35).

Another task-based approach to course design is known as the process syllabus. Initially, the rationale behind the process syllabus was primarily educational and philosophical rather than psycholinguistic. The process syllabus centers on the entire learning process and aims to address the overarching question of "who does what with whom, or what subject matter, with what resources, when, how, and for what learning purposes" (Breen, 1984, p. 56). The focus lies on the learner and learning rather than on language or language learning, operating under the

assumption that learning is the result of negotiation, which subsequently facilitates learning. The process syllabus views the syllabus as the specification and planning of what is to be learned in terms of ways of understanding, interpreting knowledge, and engaging in knowledge. It highlights interactive and problem-solving processes in language learning instead of solely aiming for predetermined states of knowledge. In the process syllabus, learners play a significant role in determining the tasks, objectives, content, and methodology to be utilized. This stands in contrast to the procedural syllabus, where tasks are meticulously controlled, and learners have minimal autonomy in selecting tasks or determining their approach to them. This perspective was also explored by White and Robinson (1995, p. 95).

Critics have pointed out certain drawbacks of the process syllabus, particularly its absence of an evaluative component to validate the assertions made by its advocates. Additionally, concerns have been raised regarding the significant level of autonomy expected from learners in negotiating task content. This demand places considerable pressure on learners' linguistic proficiency as well as on teachers' abilities to facilitate such negotiations effectively. Furthermore, cultural obstacles to the adoption of such a syllabus may exist, as the negotiation between teachers and learners may challenge traditional role dynamics in the language classroom, potentially leading to resistance in certain cultural contexts. (Long & Crookes, 1993, p 13-15). TBLT prioritizes the performance of tasks or activities over explicit instruction in grammatical structures. This approach is believed to offer more conducive conditions for the development of second language proficiency. In TBLT, the task is at the core of the instructional design process, from identifying learner needs to assessing student achievement. There is a distinction between target tasks, which reflect real-life tasks, and pedagogic tasks, which are adapted from target tasks to form the task-based syllabus. Pedagogic tasks are the ones teachers and students engage with in the classroom. These pedagogic tasks are organized in a graded and sequenced manner based on their level of difficulty, progressing from simple to complex. Task complexity is not determined solely by traditional linguistic grading criteria but is instead influenced by various task-related factors. These factors may include the number of steps involved, the range of potential solutions, the number of participants and their distinctive characteristics, the temporal and spatial context of the task, the linguistic demands, the level of attention required, and other linguistic, cognitive, or social considerations (Long & Crookes, 1992, p45, 1993, p 12)

As an analytic approach, Task-Based Language Teaching (TBLT) diverges from the syntactic syllabus similarly to the procedural and process syllabi, particularly in its belief that learners benefit most from using language to communicate meaningfully. However, TBLT also deviates from these other analytic syllabi in several respects. Unlike the procedural syllabus, TBLT emphasizes the necessity of conducting a needs analysis before instruction. Indeed, identifying potential sources of task complexity is a crucial step to inform decisions about the grading and sequencing of tasks, upon which much of the effectiveness of TBLT hinges. Grading and sequencing pedagogic tasks present significant challenges for designers of task-based syllabi. (Rahimpour 2008,p47-51)

2.3.Factors that contributed to Task-based revolution

The Task-based revolution has been predominantly fueled by the realization that collaborative work such as pair and group activities promotes extensive verbal interaction among learners, contrasting with traditional teacher-led interactions. Moreover, these cooperative tasks provide an alternative to individual work, encouraging teamwork and coordination among learners, thereby enhancing their motivation and progress. Additionally, it's been acknowledged that traditional teaching methods fail to adequately immerse learners in the natural oral context of target language features. The acknowledgment of this fact has given rise to the development of two distinct language teaching methodologies depending on the integration of tasks. The initial method, known as task-supported language teaching, integrates tasks into conventional language-oriented techniques. It employs a modified version of Communicative Language Teaching (CLT), employing tasks to reinforce language components like syntax and grammar, frequently following the PPP framework, where tasks predominantly feature in the production phase. However, second language research indicates that learners do not acquire language effectively through this approach, leading to criticisms on various fronts. In contrast, task-based language teaching employs the stronger version of CLT. Here, tasks are regarded as central units of instruction, with entire courses designed around them, forming the foundation of a comprehensive language curriculum. This approach prioritizes communication over grammar and fluency over accuracy. A task is typically executed in three stages: Pre-task, where unfamiliar vocabulary or structures are explained; during the task, where some assistance may be provided if needed; and post-task, where language items are reviewed and revised. (Grace Ganta 2015,p2761)

Communicative Language Teaching aims to cultivate learners' ability to effectively use language in authentic communication settings. Such communication typically serves two main purposes: interactional, where language serves to establish and maintain connections, and transactional, where language is primarily used for exchanging information. CLT focuses on empowering learners to function both interactionally and transactionally in a second language (Ellis, Rod 2003, p27).

Task-based language teaching constitutes a strong version of CLT. That is, tasks provide the basis for an entire language curriculum. It's important to recognize that TBLT isn't the sole method for achieving a strong version of CLT. Indeed, there are various approaches to form a Strong CLT framework, of which tasks are just one option. However, tasks can be a valuable tool for structuring a communicative curriculum, especially in settings where authentic communicative opportunities are limited, such as many FL contexts. (Ellis, R 2003 p4-5)

Strength and weaknesses of TBLT:

Strength of TBLT

Task-based language learning offers numerous benefits, primarily because it is centered around communication and allows learners to apply previously acquired knowledge in new communicative contexts. It encourages learners to actively engage as language users and emphasizes meaning-focused language usage.

a) Interactional spontaneity: Task-based learning facilitates spontaneous interaction among learners, enabling them to utilize their vocabulary and grammar freely. For instance, during role-play activities, learners are encouraged to express themselves without constraints, thereby enhancing their confidence and language skills. Through such activities, learners have the opportunity to observe and learn from others' expressions, gradually building their linguistic confidence. Moreover, performing tasks aids in the development of both cognitive and communicative competencies, as learners focus on problem-solving rather than isolated language structures. This approach fosters a sense of ambition among learners.

b) Automaticity: Automaticity in language learning refers to the ability to produce language more efficiently, accurately, and consistently. It is believed that achieving automaticity can lead to near-native performance. Studies in cognitive psychology and second language acquisition indicate that automaticity is attained by creatively applying language rules in authentic

communication situations.(Ridder & Vangehuchten & Gomez,2007). Task-based language learning contributes to the development of automaticity in language use. Cognitive theories of language acquisition suggest that practicing language in real-life situations is beneficial for achieving automaticity in linguistic knowledge.

c) TBLT provides several potential opportunities to enrich vocabulary. Typically, teachers introduce vocabulary in a pre-task phase where learners are often not actively engaged. However, vocabulary introduced in this manner is prone to being forgotten easily. Therefore, it is advantageous for students if teachers employ creative strategies to involve them in the pre-task phase. Some suggested options for enhancing vocabulary acquisition include predicting words related to the task topic, brainstorming to build word webs, engaging in cooperative dictionary searches, and matching words with definitions.

While performing tasks, the use of a glossary can be helpful, but it has been observed that it does not facilitate active practice of vocabulary, resulting in poor retention of words. In contrast, words inferred through active processing are learned more effectively. An interactive glossary, where learners actively engage with the material, is preferable to a marginal glossary. Although preparing an interactive glossary requires additional effort from the teacher, it is a worthwhile endeavor. Furthermore, learners should be encouraged to negotiate the meaning of new words instead of relying solely on external sources.

While questions may arise regarding the quality of vocabulary gained through group work, studies have shown that learners make significant progress in vocabulary acquisition through cooperative task-based interaction. Additionally, vocabulary learning often occurs incidentally as learners engage in cooperative task-based interactions. Following task completion, learners should be encouraged to keep a record of new words, revise them, and analyze them in different contexts and ways to reinforce their learning. Teachers should ensure that tasks provide opportunities for learners to encounter and explore new vocabulary without direct teacher assistance and to use this vocabulary to accomplish meaningful task goals.(Newton,2001,p32)

d) Another of the primary advantages of this TBLT is that it creates the necessary conditions for language learning. Language acquisition relies on motivation, exposure, and opportunities to use the language effectively. Task-based language learning fosters purposeful language use and collaboration among learners. It allows them to negotiate speaking turns and experiment with different communication strategies. By creating such conditions, task-based learning promotes

spontaneous language acquisition and prepares learners to use language confidently in real-world contexts. (Andon,2010)

e) Enhances communicative opportunities: Task-based learning fosters an environment where learners can absorb and apply what they notice and understand during task performance. Through active participation in tasks, learners not only acquire new language elements but also utilize recently learned ones. Tasks enable learners to grasp and internalize language items that are readily comprehensible to them, facilitating the creative transfer of previously acquired knowledge to new communication contexts. By engaging learners in purposeful communication, task-based learning provides opportunities for them to experiment with different communication strategies and develop language skills suitable for real-world interactions.

f) Experiential learning: Task-based language teaching is grounded in the principles of experiential learning, which prioritize the learners' immediate personal experiences. In this approach, learners' firsthand experiences serve as the foundation for language learning. It is argued that intellectual growth occurs as learners actively participate in and reflect on task sequences. The emphasis on active involvement makes this approach learner-centered, contrasting with the passive acquisition of knowledge in traditional educational methods (Nunan, 2004,p12).

Weaknesses of TBL approach

a) Task Complexity: While learners' performance can offer insights into task difficulty, understanding the underlying factors contributing to task complexity is crucial for effectively integrating and sequencing tasks in language teaching syllabi. According to Tavakoli (2009), "The cognitive load and clarity of the goal of the task, code complexity and interpretive density of the language to be used were some of the criteria considered in establishing the level of difficulty of a task" (p. 2). Task difficulty encompasses various dimensions, including code complexity, communicative stress, and cognitive complexity. Code complexity involves aspects such as vocabulary load, redundancy, and density. Communicative stress factors in elements such as time limits, time pressure, speed, and number of participants. Cognitive complexity encompasses cognitive familiarity with the topic, discourse genre, and the task itself, along with cognitive processing factors like information clarity and sufficiency of information provided.

While learner performance offers insights into task difficulty, an understanding of the factors contributing to task complexity is essential for effective integration and sequencing within language teaching syllabi. Criteria such as cognitive load, goal clarity, code complexity, and interpretive density are assessed to gauge task difficulty accurately. (Tavakoli, 2009, p2).

Task difficulty is also defined in terms of :

- Code complexity encompasses factors like the vocabulary load, redundancy, and density of the language used.
- Communicative stress involves considerations such as time limits, time pressure, speed, and the number of participants involved.
- Cognitive complexity comprises cognitive familiarity, which involves understanding the topic, discourse genre, and the task itself, as well as cognitive processing, which includes assessing information clarity and the adequacy of information provided (Tavakoli, 2009, p2).

It is suggested that static tasks, such as describing a diagram with constant elements, are easier compared to dynamic tasks like storytelling, where elements change. Abstract tasks, such as expressing an opinion without concrete elements, are reported to be more challenging. A study involving 35 undergraduate students utilized reading, listening, and speaking tasks, prompting students to assess task difficulty and provide reasons. The learners highlighted factors like unfamiliarity with task types, confusion regarding task purpose, and the influence and depth of cultural knowledge as primary contributors to task difficulty. (Nunan & Keobke, 1995, p8)

b) Mismatch in perception between learners and teachers is evident in studies, where the same classroom event is often interpreted differently by the two parties. Learners attribute task difficulty to several factors:

- Cognitive demand: Difficulty in comprehending the task, necessitating more time or additional attention and resources.
- Linguistic demand: Unfamiliar vocabulary or structures posing challenges.
- Clarity of visuals/stories: Visual clarity and conceptual transparency without ambiguity.
- Amount of information: Both information overload and insufficient information are seen as undesirable.
- Task structure: how information is organized within the task.
- Affective factors: Personal preference or relatability to a picture/story can affect enjoyment or perceived difficulty. (Tavakoli, 2009, p 7-10)

On the other hand, teachers attributed factors such as age, gender, cultural background, and language proficiency level as influencing the learners' task performance. Some teachers also considered the presence or absence of background information in a picture story as a factor

influencing learners' task performance. Studies reveal that teachers and learners often interpret the same classroom event differently, highlighting a mismatch between instructional input and learner perception. This discrepancy indicates issues in the language teaching and learning process, potentially widening the gap between instructional input and learner intake. (Kumaravadivelu, 2003,p12-13).

c) One of the primary issues concernign TBLT is the authenticity of tasks. It has been a subject of debate, with some definitions suggesting that tasks must mirror real-world activities. However, tasks such as describing a picture for someone else to draw, identifying differences between two pictures, or telling a story based on pictures may not occur frequently in real life. While the authenticity of these tasks is questioned by some, it is argued that the interactions they foster can be beneficial for real-world tasks. These tasks may not achieve situational authenticity but aim for interactional authenticity, as they still manifest some connection to real-world scenarios (Ellis, 2003a,p71).

Guariento and Morley propose that simplifying tasks can assist learners in managing immediate communication challenges as well as fostering long-term language development.(Guariento,W &Morley,J.2001,p 347-349)

d) Outcome: A defining characteristic of tasks is their ability to yield a clear result or achievement. Having a specified objective is integral to a task. However, there are instances where a successful outcome of a task may occur without fully meeting its intended goal. For example, in tasks such as identifying differences between pictures, learners might complete the task without using language. Sometimes, the outcome of a task may not hold significant pedagogical value; rather, the linguistic and cognitive processes engaged in the task are more crucial. The learning outcome of a given task is influenced by three primary factors: the individual learner's contribution, the nature of the task itself, and the context in which the task is undertaken. This suggests that a pre-determined task is likely to evolve based on how the learner approaches it. Consequently, the outcome of the task may not always align with its original aims and objectives.(Murphy, 2003,p353).

e) Language Deficiency: Novice learners lacking linguistic resources may encounter significant challenges participating in tasks, particularly in speaking activities such as role-plays or describing differences. Understanding task requirements and effectively communicating during the task can prove arduous for these learners, potentially leading to demotivation and loss of confidence.

f) Learner Perceptions: Learners' intentions are often categorized along a spectrum ranging from achievement-oriented to survival-oriented. When learners perceive a task as directly relevant to their needs, they are more likely to adopt an achievement-oriented approach. Conversely, if they perceive a task as irrelevant, they may adopt a survival-oriented mindset, exerting minimal effort and employing basic strategies to complete the task.

g) Neglect of Learner Needs: Language learners typically have specific goals and motivations for learning a new language, which may vary widely among individuals. While some tasks may appeal to certain learners based on factors such as gender or cultural background, they may not resonate with others. Often, learners' unique language learning needs are overlooked in instructional settings.(Branden,2006,p16-18).

h) Diverse classroom composition presents a challenge as learners possess varying talents, learning styles, and levels of motivation. Consequently, tasks designed for the class may be suitable for some learners while being too difficult or too easy for others, leading to perceptions of the task as either overly ambitious or mundane (Skehan, 2002, p. 290-291). Addressing the diverse levels of prior knowledge within a single class poses difficulty, as tasks may prove too challenging for learners with lower proficiency levels while appearing simplistic and unengaging for those with higher proficiency levels. Such disparities in learners' interpretations of tasks can lead to frustration for teachers, as revealed by research.(Ellis, 2003,p13a). The simultaneous monitoring of tasks, whether in pairs or groups seems to be difficult for teachers. Furthermore, many tasks do not foster natural communication; instead, learners often engage in "speaking for the sake of speaking." Learners' reactions to tasks vary widely: some immerse themselves in their roles, striving to make interactions authentic, while others participate mechanically Ellis, 2009,p230).

i) Core issues unresolved: Tasks, despite being central activities, fail to address fundamental language expansion or accuracy concerns. Oral pair and group tasks tend to enhance fluency in oral production but may not immediately address the integration of unfamiliar language features introduced during the pre-task phase. In heterogeneous classes, ensuring the participation of all learners in a task can be challenging, especially if the task is not suitable for their proficiency level (Littlewood, 2004, p. 323). While learners may prefer not to focus on formal language elements, research suggests that some form of form-focused instruction is necessary. There is often debate over whether learners prioritize fluency over accuracy, with critics arguing that implementing such an approach is demanding due to its learner-centered nature, requiring individual or group responsibility and commitment.

j) Theoretical objections to task based learning: Critics of task-based learning acknowledge its value but highlight inherent limitations. They argue that task-based teaching may not fully address all language functions. The article outlines six key language functions:

1. Referential function: Language is used to convey information.
2. Emotive function: Language is used to express feelings.
3. Connotative function: Language is used to influence others' actions.
4. Phatic function: Language is used to initiate, maintain, or end communication.
5. Meta-lingual function: This happens when language is being used to discuss the language itself.
6. Poetic function: Language is used to focus on form.

(Ellis 2009,p329).

Other weaknesses:

The majority of tasks in task-based learning primarily serve the referential function. Role-play tasks can be tailored to address the emotive function, while tasks such as describing a picture may target the connotative function. Consciousness-raising tasks are rooted in the meta-lingual function. Additionally, all tasks involve elements of the phatic function to some extent. However, the poetic function tends to be overlooked entirely. Critics argue that while tasks aim to develop communication strategies, they often neglect the imaginative and playful aspects of communication. While these aspects need not be central, they should still be taken into consideration.(Cook, 2000,p191)

Critique of Cultural Relativity: This criticism examines the socio-political aspects of task-based teaching, emphasizing the difficulties arising from cultural and contextual differences. It argues that many tasks in research and language teaching materials inherently reflect the cultural values and norms of the Western English-speaking world. Consequently, classroom practices and examples used in task-based teaching often exhibit cultural biases, making some tasks unsuitable for non-Western contexts. For instance, in cultures such as China, where education is not seen as a collaborative and experimental process but rather one that stresses benevolence and respect within the teacher-student relationship, task-based teaching might conflict with these cultural norms.

Critique of Teaching Language as Communication: This critique questions the core principle of task-based learning, suggesting that tasks facilitate communication rather than explicitly teaching

it. It challenges the assumption that engaging learners in communication activities automatically leads to the development of communicative competence.(Ganta,2015,p2763-2769)

PART 3

PRACTICAL RESEARCH ON THE TOPIC OF TBLT IN EFL CLASSROOM

The aim of the survey is to gather data and insights from teachers regarding their experiences, perceptions, and practices related to task-based language teaching (TBLT) in school settings.

Task-based language teaching is an approach that emphasizes the use of authentic, real-world tasks as the central focus of language instruction, with the goal of promoting meaningful language learning and communication skills development.

3.1. Hypotheses

- The vast majority of the participants are familiar with the method of TBLT.
- The TBLT method is widely known nowadays, thus it is probable, that most of the participants have conducted lesson(s) using the TBLT method.

3.2. The process of the research

The participants have to fill out a questionnaire which will give insight about their everyday lessons and what degree do they implement the method, how useful they think it is.

3.2.1 Participants

The participants of the research are teachers of English teaching education (primary and secondary schools). Twenty male and five female participants. This questionnaire examines how teachers employ the method during classroom sessions.

3.2.2. Research tools

The tool selected for the research is a survey designed to extract information on how frequently and to what extent teachers currently use the method. A questionnaire serves as a tool for gathering information by prompting individuals to answer a series of written or verbal inquiries.

3.3. Analysis of the questionnaire

The first question was aimed to find out what is the gender of the participants.

According to the diagram 3.1, 80% of are male, and 20% of the participants are female.

The second question was concerned about the participants' highest academic qualifications. The majority of respondents (64%) indicated that their highest academic qualification is a Bachelor's degree. A substantial proportion of respondents (28%) reported holding a Master's degree as their highest academic qualification. A smaller percentage of respondents (8%) indicated that they hold a Doctorate as their highest academic qualification.

The following question is addressed to determine the number of years the teacher has been instructing. The 45.8% of the respondents indicated that they have been working as English teachers for 1-5 years. 16.7% of respondents reported having worked as English teachers for 6-10 years. Similarly, another 16.7% of respondents indicated that they have been working as English teachers for 16-20 years. 12.5% of respondents reported that they have worked as English teachers for 11-15 years. 8.3% reported that they have been in the profession over 20 years. Most of the teachers are relatively new to the profession, but there some of them can be called veteranians.

The upcoming question gave insight about the grades taught by the surveyed individuals. It reveals that the majority of the instructors 60% conduct their teaching activities in grades 5-9. 40% of the teachers are instructng in grades 10-11. And a smaller portion of participants 24% report that they teach in grades 1-4.

The fifth question clarified how familiar the participants are with the concept of TBLT. The diagram shows that most of the instructors are familiar with TBLT. This conclusion is made by the fact that 48% of the respondents familiar, while another 20% stated that they are very familiar with the method.

The upcoming question addressed to find out what percentage of the participants have already used the method in the classroom. The diagram shows that the vast majority of the teachers have implemented TBLT in class for some extent. 16% of the participants are using TBLT as the main method of teaching, since they are implementing it in every lesson. 40% of the participants are using the method regularly, and another 40% claims that they have implemented it once or twice. Only 4% of the participants have never used TBLT during their class instruction.

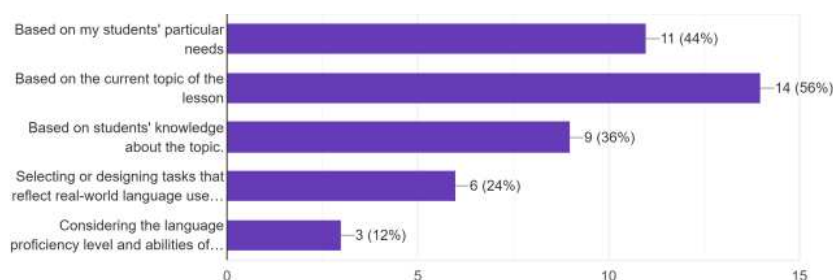
The seventh question seeks insight into how participants define the concept of 'task'. Most of the instructors (40%) claim that task is "Any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task." 32% of the participants claim that the definition of a task is "A classroom undertaking, where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome". 16% of the instructors claim that the definition of the term is the following: "A piece of work undertaken for oneself or for others, freely or for some reward". Only a small portion of the participants (12%) opted for this approach in defining the concept of the term task: A piece of classroom work that involves learners in

comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

The following question was aimed to clarify how participants pick the tasks into their language teaching practice. More than the half of the teachers 56% reported that they select or design the tasks for the lessons by the current topic of the class. This shows that they have to follow a strict lesson plan during the semester. A significant part of respondents 44% claimed that they select or design tasks based on their students' particular needs. Since each student has his/her own learning capability, this is an other effective way to conduct a lesson. 36% of the participants also attempt to take into account students' knowledge of the given topic when selecting tasks. Only 24% of the participants chose to take into consideration of Selecting or designing tasks that reflect real-world language use and authentic contexts to enhance student engagement and motivation. 12% of the instructors claim that they also considering the language proficiency level and abilities of students when selecting or designing tasks to ensure they are appropriately challenging..

This can be observed on Diagram 3.3.1. “Task Selection and Design Process “

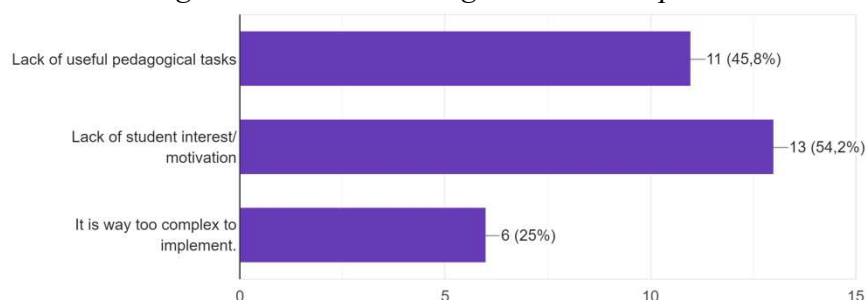
Diagram 3.3.1: “Task Selection and Design Process “



The ninth question is important since it becomes clear that what is the most challenging part while implementing TBLT. Based on the reports, is the lack of student interest or motivation, with 54,2% of teachers indicating this a great issue. This factor makes conducting a lesson way more difficult for instructor. 45.8% of the respondents identified the lack of useful pedagogical tasks as an issue when implementing Task-Based Language teaching. This suggests that a great portion of instructors feel like the pedagogical tasks given by exercise books are not engaging enough. 25% of the respondents claim that the pedagogical tasks are too complex to implement

in class, this may be caused by various factors. This can be inspected in Diagram 3.3.2:”Challenges in TBLT Implementation”

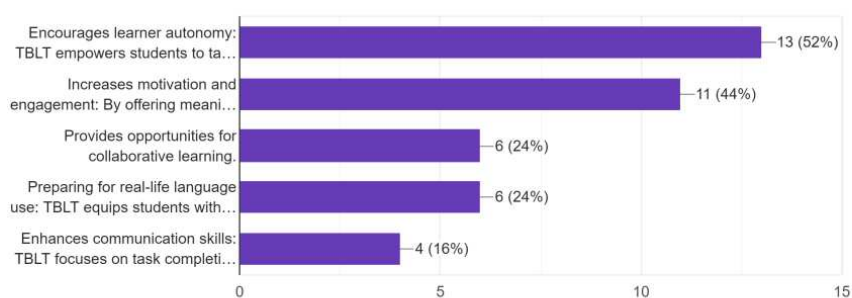
Diagram 3.3.2.: “Challenges in TBLT Implementation”



Question 10 was seeking the information what benefits the participants see of implementing the TBLT method.52% of the participants claim that it encourages learner autonomy: TBLT empowers students to take ownership of their learning by engaging them in tasks that require problem-solving, decision-making, and independent thinking, fostering learner autonomy and self-directed learning.44% of the instructors state that TBLT increases motivation and engagement by offering meaningful tasks that are relevant and interesting to students, TBLT promotes intrinsic motivation and active engagement in the learning process, leading to greater enthusiasm and participation in language learning activities.24% of them also sees that it Provides opportunities for collaborative learning.An other 24% of the participants claim that this method is preparing the students for real-life language use, since TBLT equips students with the language skills and strategies needed to effectively communicate and interact in real-life situations, helping them become competent and confident language users.16% of the instructors also claim that it enhances communication skills, since TBLT focuses on task completion and communication, encouraging students to use the target language to achieve specific goals, leading to improved speaking, listening, reading, and writing skills

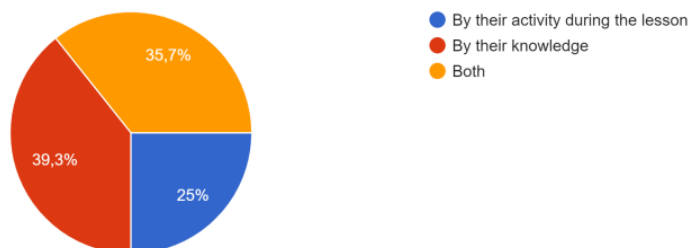
This can be observed in Diagram 3.3.3 “Benefits of TBLT in Language Teaching “

Diagram 3.3.3 “Benefits of TBLT in Language Teaching “



The upcoming question's aim is to clarify how participants assess student performance in task-based activities. While 39,3% of the participants only take into account the knowledge of the students, 25% of the instructors value the students' activity more. 35,7% of them value both during assessments. This can be observed in Diagram 3.3.4: "Assessment of Student Performance in Task-Based Activities"

Diagram 3.3.4: "Assessment of Student Performance in Task-Based Activities"



Question 12 was about the strategies of scaffolding tasks by the participants, thus supporting student learning. 36% of the participants use visual aids or graphic organizers. 36% of them encourage peer collaboration and discussion. 32% of the teachers offer guidance and support as needed so students can successfully execute the task. 28% of the instructors break down complex tasks into smaller steps. 24% of them also adjust the level of challenge based on student needs. And 8% of the respondents claim that they are using the strategy of gradually reducing support as students become more proficient

The following question is concerned about the participants' time management

40% of participants are using timers or visual cues to keep students aware of time

36% of participants are setting clear time limits for each task

36% of participants are monitoring progress and adjusting time allocations as needed

32% of participants are prioritizing tasks based on learning objectives

12% of participants are allowing flexibility for unexpected delays or extensions

The upcoming question seeks the information that how participants provide feedback to students during task-based lessons.

48% of the instructors organize individual conferences with students to discuss performance

36% of the respondents claim that they hold group feedback sessions after task completion.

36% of the teachers give self-assessment and reflection exercises to the students.

28% of them hold teacher-led discussions about task performance.

The 15th question aims to access information that how participants address individual differences in student abilities during TBLT activities.60% of the participants claim that they organize students into flexible groups based on their language proficiency, interests, or learning preferences. This way they allow peer support and collaboration among students with similar abilities44% claim that they provide tasks with varying levels of difficulty or complexity to accommodate different proficiency levels and learning styles within the classroom.28% of the instructors offer additional support or scaffolding to students who may require extra assistance or guidance to successfully complete tasks, such as providing vocabulary lists, sentence starters, or graphic organizers. 20% Provide individualized feedback to students based on their specific needs and performance during TBLT activities, they also highlight strengths and areas for improvement to support their language development.Only 4% of the participants offer a variety of resources and materials, such as online resources, audiovisual aids, or authentic texts, to accommodate diverse learning preferences and abilities among students.

Question 16 was concerning about the lecturer's various ways of adapting tasks for different proficiency levels

48% of the instructors claimed that they offer alternative task formats or structures to accommodate different skill levels.44% of them modify task instructions or requirements to match varying language proficiency levels36% of the respondents provide additional support materials or resources for lower proficiency students.20% of the participants claim that they adjust the complexity or difficulty of language input/output required for the task.16% of the teachers incorporate scaffolding techniques such as sentence starters or vocabulary lists.

The following question is concerned about the information that how participants integrate TBLT with other language teaching methodologies.48% of the instructors integrate TBLT with Communicative Language Teaching (CLT) by focusing on meaningful communication and language use in authentic contexts.36% of the teachers align TBLT with the Direct Method by emphasizing the use of target language in real-life situations and avoiding translation.28%of them combine TBLT with the Audio-Lingual Method by incorporating task-based activities that emphasize repetition and drilling of language patterns.28% align TBLT with the Grammar-Translation Method by incorporating task-based activities that reinforce grammatical structures and vocabulary in context.8% of the respondents claim that they align TBLT with the Silent Way by encouraging learners to discover and use language through problem-solving tasks and minimal

teacher intervention.8% of them claim that they do all of the above listed: align TBLT with the Direct Method,integrate TBLT with Communicative Language Teaching (CLT),combine TBLT with the Audio-Lingual Method, align TBLT with the Grammar-Translation Method and align TBLT with the Silent Way.

The next question asks participants that how do they handle groups with different levels of knowledge, or learners who need additional support in lessons.48% of the respondents claim that they utilize peer tutoring or peer support networks within the classroom.40% of them differentiate tasks to accommodate varying skill levels within the group.28% of instructors implement flexible grouping strategies to address diverse learning needs.24% of the participants claim that they regularly assess student progress and adjust the instruction accordingly.

Question 19 is seeking information about the various ways in which participants handle unexpected challenges or disruptions during task-based activities.

41,7% of the respondents claim that they try to engage students in brainstorming solutions or alternative approaches to overcome the challenge.41,7% of them stated that they redirect the focus of the group or providing additional support to help students stay on task despite the disruption 37,5% of teachers adapt the task or activity on the spot to accommodate the unexpected challenge or disruption.25% of the lecturers adjust the time allocated for the task or activity to accommodate the disruption without compromising the learning objectives.Only 8,3% of the participants state that they openly discuss the challenge with students and collaboratively finding solutions together

The last question wants the participants to give an advice to those lecturers, who would also like to implement TBLT into their lessons.52% of the teachers would advise to start with simple, familiar tasks before progressing to more complex ones32% of the respondents would advise to those who are new to TBLT, to focus on student engagement and participation throughout the task.28% of them would advise to provide clear instructions and examples to guide students' understanding. An other 28% of them would advise would advise to allow for flexibility and adaptation based on student needs and feedback, and an other 28% of the instructors claimed that the best advise is to be patient and open-minded, recognizing that implementing TBLT may require time and practice to master.4% of respondents chose the "Other..." option, however, did not elaborated his/her opinion.

Based on the results of the questionnaire, the hypotheses stated in section 3.1 have been proved.

The vast majority of teachers are familiar with the implementation of TBLT. Furthermore, it can also be stated that a significant portion of them use the TBLT approach in their classes.This

research has shown that most teachers prefer to group students when using TBLT during class to facilitate the students' learning process more easily and smoothly.

Teachers recognize the weaknesses and strengths of the students and try to shape the course flow so that every student concludes the class successfully. If they notice a lack of attention from the students during the class, they regain it using various methods. It can be said that the majority of teachers consider the TBLT approach to be a useful and integral part of EFL education.

Suggestion/ observation: Some of the respondents gather no feedbacks from their students, only in a minimal extent. It's greatly beneficial for the lesson if the given instructor regularly solicits feedback from students about the tasks and overall TBLT approach. This feedback refines and improves future tasks and teaching strategies.

CONCLUSION

Task-Based Language Teaching has emerged as a significant pedagogical approach in foreign language education, especially English as a Foreign Language . Its prominence is supported by extensive research highlighting its potential to enhance both linguistic competence and communicative proficiency. TBLT centers on completing meaningful tasks that engage students with the target language in real-life contexts. This immersion not only promotes authentic language use but also leverages students' problem-solving skills and fosters a practical context for language learning.

TBLT is based on a task-centric view of language learning, emphasizing tasks that mirror real-world activities, prioritize meaning over form, and focus on outcomes. Researchers like Ellis and Ganta, have significantly contributed to understanding tasks within TBLT, categorizing them into focused and unfocused tasks. Focused tasks target specific linguistic features, while unfocused tasks provide broader communicative experiences without predetermined linguistic goals. This distinction allows TBLT to cater to diverse learning needs and objectives. Nunan defined the process of introducing TBLT, thereby facilitating the application of this method in education and its adoption in EFL environments.

The practical implementation of TBLT involves a pedagogical sequence starting with schema-building tasks, followed by controlled practice, authentic practice, a linguistic focus, freer practice, and a final pedagogical task. This sequence facilitates a progression from understanding and practicing language forms to applying them in communicative contexts, mimicking the natural language acquisition process.

TBLT contrasts with the traditional Present-Practice-Produce (PPP) approach. While PPP often limits learner output to specific teacher-initiated exchanges, TBLT fosters an environment where input and output are balanced, and opportunities for meaning negotiation are prevalent. TBLT emphasizes meaningful communication and student-initiated production, creating a more dynamic and engaging learning experience.

Implementing TBLT presents challenges, including the need for comprehensive needs analysis, tailored material development, and adaptation to specific learning contexts. Educators must strategically apply TBLT, informed by a thorough understanding and critical assessment of its theoretical foundations and practical considerations.

Despite these challenges, TBLT offers a strong framework for enhancing language proficiency through engaging, meaningful practice. It emphasizes real-world relevance, communicative competence, and learner engagement, holding significant potential to advance

EFL education. However, its success depends on careful planning, resource allocation, and educators' readiness to embrace its learner-centered values.

In the realm of pedagogy, two distinct approaches utilizing tasks have emerged: Task-Supported Language Teaching (TSLT) and Task-Based Language Teaching (TBLT). TSLT integrates tasks within traditional methods like the PPP approach, structuring a syllabus around them. In contrast, TBLT uses tasks as central instructional tools, designing entire courses around them. TBLT's holistic approach requires a tailored syllabus, needs analysis, and specific materials, making it flexible and effective, especially for EFL learners.

Shintani's comparison of TBLT and PPP reveals differences in input and output, contextualization, opportunities for meaning search, discourse control, and characteristics of exchanges initiated by teachers and students. TBLT provides a context-rich, learner-initiated production environment with fewer, more meaningful teacher-initiated exchanges.

Nunan outlines a pedagogical sequence for TBLT, including schema-building, controlled practice, authentic practice, focus on linguistic elements, freer practice, and a final pedagogical task. This sequence aims to progressively build learners' language skills. Nunan also proposes seven principles of TBLT: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. These principles emphasize support in early stages, interconnected tasks, revisiting language items, active engagement, connecting form to function, encouraging creative use, and fostering reflection.

Grace Ganta categorizes tasks into focused and unfocused, with structured tasks fostering greater language development. TBLT's implementation aims to enhance language acquisition through authentic language use, focusing on task completion rather than language forms alone. This approach caters to modern educational demands, promoting cognitive and communicative skills in a competitive environment.

TBLT offers numerous benefits, including fostering spontaneous interaction, promoting automaticity, enhancing vocabulary acquisition, and providing essential language learning conditions. It encourages meaningful language use, aids in achieving linguistic automaticity, and supports vocabulary learning through task-based activities. However, TBLT also presents challenges like task difficulty, discrepancies in task perceptions, authenticity concerns, and achieving meaningful outcomes. Critics highlight issues like linguistic deficiencies, misalignment with learners' needs, classroom management difficulties, and unresolved questions about language correctness.

TBLT is particularly relevant in today's globalized context, meeting the demands for practical language skills, learner-centered education, and active engagement. It prepares learners

for international collaboration, multicultural work environments, and academic pursuits in English-speaking contexts. TBLT also aligns with contemporary education's shift towards personalized learning experiences, fostering active student participation, autonomy, and critical thinking.

TBLT enhances cultural sensitivity and the ability to navigate diverse contexts, offering learners opportunities to explore and understand cultural nuances in language use. This prepares them for effective communication in multicultural settings. Despite its advantages, TBLT faces challenges like task grading and sequencing based on complexity, requiring learner autonomy and sophisticated facilitation from teachers, which can pose cultural and pedagogical barriers.

Research, including a questionnaire with 25 EFL instructors, shows that most teachers are familiar with and implement TBLT. They recognize its strengths, such as improving instructional quality in EFL settings. However, successful implementation requires addressing its challenges, including task design, learner engagement, and cultural adaptability.

TBLT represents a significant paradigm in language education, emphasizing real-world applicability and communication skills crucial for today's globalized environment. It aligns with learners' needs for applicable language skills across various contexts, enhancing the relevance of language education. While TBLT offers a promising framework for language learning, addressing its implementation challenges is crucial for maximizing its effectiveness in diverse learning environments.

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РЕЗЮМЕ

Впровадження навчання на основі завдань (TBL) у викладанні англійської як іноземної мови (EFL) є методом з багатогранною актуальністю та впливом на засвоєння мови. Динамічний ландшафт мовної освіти, спрямований на вимоги глобального спілкування, вимагає педагогічного підходу, який не лише враховує традиційні мовні парадигми, але й відповідає реальним потребам мови. TBL, з його акцентом на практичні завдання, комунікативну компетентність та орієнтацію на учня, виступає як важлива відповідь на ці зростаючі потреби. Актуальність TBL у EFL підкреслюється його здатністю сприяти застосуванню в реальному житті, відповідати вимогам глобального спілкування, інтегрувати технологічні досягнення та підтримувати орієнтацію на учня. Крім того, мотиваційні та залучені аспекти TBL, разом з його потенціалом у розвитку культурної чутливості та різноманітності, демонструють його актуальність у сучасному освітньому ландшафті. Однак важливо визнати сильні та слабкі сторони, які притаманні підходу TBL. Хоча TBL сприяє автентичному спілкуванню, автономії та творчому використанню мови, він також ставить виклики, пов'язані з складністю завдань, невідповідністю уявлень та автентичністю деяких завдань. Крім того, різноманітні потреби учнів, мовні недоліки та культурна відносність ставлять певні обмеження перед ефективним впровадженням TBL. Для вирішення цих слабкостей необхідні постійні дослідження та педагогічне вдосконалення, щоб забезпечити те, що підхід TBL може ефективно задовольняти різноманітні потреби мовних учнів. Крім того, створення збалансованого підходу, який враховує мовну компетентність, культурну актуальність та автентичність завдань, може підвищити загальну ефективність TBL у класах EFL. Хоча TBL відкриває можливості для вивчення мови та її застосування в реальному житті, він також вимагає уважного врахування різноманітних потреб учнів, культурних контекстів та педагогічної адаптабельності, щоб забезпечити його ефективне впровадження. Академічний дискурс та педагогічна практика повинні спрямовуватися на вирішення існуючих сильних та слабких сторін TBL, працюючи на користь більш інклюзивного та реагуючого освітнього каркасу мовної освіти, який відповідає потребам різноманітних мовних учнів. У третій частині проведено дослідження за допомогою анкети, у якій 25 викладачів англійської мови в умовах вивчення англійської як іноземної мови повинні були відповісти на ряд питань, що стосуються їхнього відношення до методики TBLT. Згідно з результатами, можна заявити фактом, що більшість вчителів знає про методику, більшість з них також впроваджують її під час уроків. Учасники дослідження визнають основні переваги методики. За результатами дослідження стає очевидним, що метод навчання на основі завдань є добре

визнаною методологією, а впровадження його покращує якість навчання в умовах, де англійська виступає тільки як об'єкт вивчення як цільова мова.

APPENDIX

QUESTION 1

Your Gender:

- Male
- Female

QUESTION 2

Your highest academic qualification:

- Bachelors degree
- Master's degree
- Doctorate
- Other...

QUESTION 3

How long have you been working as an English teacher?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 20+ years

QUESTION 4

Please state what grades do You teach:

- 1-4
- 5-9
- 10-11
- Other...

QUESTION 5

How familiar are you with Task-Based Language Teaching (TBLT) approach?

Task-Based Language Teaching focuses on the use of authentic language to complete meaningful tasks in the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task

outcome (the appropriate completion of real-world tasks) rather than on accuracy of prescribed language forms.

- Very familiar
- Familiar
- I have heard about it
- Not familiar

QUESTION 6

Have you implemented TBLT in your language teaching practice?

- Yes, in every lesson
- Not every class, but regularly
- Once or twice
- Never.
- Other...

QUESTION 7

How would you define a "task" in the context of language teaching?

- A piece of work undertaken for oneself or for others, freely or for some reward.
- Any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task.
- A classroom undertaking where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome
- A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

QUESTION 8

How do you select or design tasks for your lessons?

- Based on my students' particular needs
- Based on the current topic of the lesson
- Based on students' knowledge about the topic.

- Selecting or designing tasks that reflect real-world language use and authentic contexts to enhance student engagement and motivation.
- Considering the language proficiency level and abilities of students when selecting or designing tasks to ensure they are appropriately challenging.
- Other...

QUESTION 9

What challenges have you encountered when implementing TBLT?

- Lack of useful pedagogical tasks
- Lack of student interest/motivation
- It is way too complex to implement.
- Other...

QUESTION 10

What are the benefits of using TBLT in the language classroom?

- Encourages learner autonomy: TBLT empowers students to take ownership of their learning by engaging them in tasks that require problem-solving, decision-making, and independent thinking, fostering learner autonomy and self-directed learning.
- Increases motivation and engagement: By offering meaningful tasks that are relevant and interesting to students, TBLT promotes intrinsic motivation and active engagement in the learning process, leading to greater enthusiasm and participation in language learning activities.
- Provides opportunities for collaborative learning.
- Preparing for real-life language use: TBLT equips students with the language skills and strategies needed to effectively communicate and interact in real-life situations, helping them become competent and confident language users.
- Enhances communication skills: TBLT focuses on task completion and communication, encouraging students to use the target language to achieve specific goals, leading to improved speaking, listening, reading, and writing skills.
- Other...

QUESTION 11

How do you assess student performance in task-based activities?

- By their activity during the lesson
- By their knowledge

- Both
- Other...

QUESTION 12

How do you scaffold tasks to support student learning?

- Breaking down complex tasks into smaller steps
- Offering guidance and support as needed
- Using visual aids or graphic organizers
- Encouraging peer collaboration and discussion
- Adjusting the level of challenge based on student needs
- Gradually reducing support as students become more proficient.
- Other...

QUESTION 13

How do you manage time during task-based lessons?

- Setting clear time limits for each task
- Monitoring progress and adjusting time allocations as needed
- Using timers or visual cues to keep students aware of time
- Prioritizing tasks based on learning objectives
- Allowing flexibility for unexpected delays or extensions
- Other...

QUESTION 14

How do you provide feedback to students during task-based lessons?

- Group feedback sessions after task completion.
- Individual conferences with students to discuss performance.
- Self-assessment and reflection exercises.
- Teacher-led discussions about task performance.
- Other...

QUESTION 15

How do you address individual differences in student abilities during TBLT activities?

- Providing tasks with varying levels of difficulty or complexity to accommodate different proficiency levels and learning styles within the classroom.

- Organizing students into flexible groups based on their language proficiency, interests, or learning preferences, allowing for peer support and collaboration among students with similar abilities.
- Offering additional support or scaffolding to students who may require extra assistance or guidance to successfully complete tasks, such as providing vocabulary lists, sentence starters, or graphic organizers.
- Providing individualized feedback to students based on their specific needs and performance during TBLT activities, highlighting strengths and areas for improvement to support their language development.
- Offering a variety of resources and materials, such as online resources, audiovisual aids, or authentic texts, to accommodate diverse learning preferences and abilities among students.
- Other...

QUESTION 16

How do you adapt tasks for different proficiency levels?

- Modifying task instructions or requirements to match varying language proficiency levels
- Providing additional support materials or resources for lower proficiency students
- Offering alternative task formats or structures to accommodate different skill levels
- Adjusting the complexity or difficulty of language input/output required for the task
- Incorporating scaffolding techniques such as sentence starters or vocabulary lists
- Other...

QUESTION 17

How do you integrate TBLT with other language teaching methodologies?

- Integrating TBLT with Communicative Language Teaching (CLT) by focusing on meaningful communication and language use in authentic contexts.
- Aligning TBLT with the Direct approach by emphasizing the use of target language in real-life situations and avoiding translation.
- Combining TBLT with the Audio-Lingual approach by incorporating task-based activities that emphasize repetition and drilling of language patterns.
- Aligning TBLT with the Grammar-Translation approach by incorporating task-based activities that reinforce grammatical structures and vocabulary in context.
- Aligning TBLT with the Silent Way by encouraging learners to discover and use language through problem-solving tasks and minimal teacher intervention.
- All of the above

- Other...

QUESTION 18

How do you handle groups with different levels of knowledge, or learners who need additional support in lessons?

- Differentiating tasks to accommodate varying skill levels within the group.
- Utilizing peer tutoring or peer support networks within the classroom.
- Implementing flexible grouping strategies to address diverse learning needs.
- Regularly assessing student progress and adjusting instruction accordingly.

QUESTION 19

How do you handle unexpected challenges or disruptions during task-based activities?

- Adapting the task or activity on the spot to accommodate the unexpected challenge or disruption.
- Engaging students in brainstorming solutions or alternative approaches to overcome the challenge.
- Adjusting the time allocated for the task or activity to accommodate the disruption without compromising the learning objectives.
- Redirecting the focus of the group or providing additional support to help students stay on task despite the disruption
- Openly discussing the challenge with students and collaboratively finding solutions together.
- Other...

QUESTION 20

What advice would you give to teachers who are new to TBLT?

- Start with simple, familiar tasks before progressing to more complex ones
- Focus on student engagement and participation throughout the task.
- Provide clear instructions and examples to guide students' understanding.
- Allow for flexibility and adaptation based on student needs and feedback.
- Be patient and open-minded, recognizing that implementing TBLT may require time and practice to master.
- Other...

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