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"TASK-BASED LEARNING: PROMOTING AUTHENTIC USE OF LANGUAGE AND CLASS MANAGEMENT"

CONTRIBUTING EDITOR'S INSIGHTS | Contributing editor's writing and suggested activities about the topic under discussion as support for teaching practices

CONTRIBUTING WRITERS' RESEARCH | Focuses on guest writers' research based on teaching English

CONTRIBUTING WRITERS' INSIGHTS | Guest writers' articles about the topic under discussion

INSIDE TOPIC | Current topic introduced for discussion

TEACHERS' COLLABORATIVE CORNER | TALK ABOUT IT | COMPARE AND CONTRAST | CONTRIBUTE | Contributions made by teachers around the globe

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"Task-Based Learning: Promoting Authentic Use of Language and Class Management"

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TEACHERS COLLABORATIVE CORNER

TALK ABOUT IT | COMPARE AND CONTRAST | CONTRIBUTE

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REMARKS FOR THE TEACHERS

The Teachers' Forum is a space for teachers to express and share their teaching practices and experiences in Education based on work and research on the current topic under discussion. After Zoom and Facebook Live interactions to talk about a current teaching issue or practice, teachers provide their insights for this journal to contribute and exchange ideas with other teachers worldwide.

CONTRIBUTING EDITOR'S INSIGHTS

Corresponds to the contributing editor's writing and suggested activities about the topic under discussion as support for teaching practices.

CONTRIBUTING WRITERS' INSIGHTS

Guest writers' practical and innovative ideas for teaching English based on the topic.

CONTRIBUTING WRITERS' RESEARCH

Focuses on guest writers' research based on teaching English.

TEACHERS' COLLABORATIVE CORNER (TCC)

TCC is divided into three main sections: **TALK ABOUT IT**, **COMPARE/CONTRAST**, and **CONTRIBUTE**. It provides an avenue for teachers around the globe to share their knowledge, and research, and show how their reality is similar or different from other countries; taking as base the topic under discussion. It also gives them the opportunity to freely share their daily classroom practices for others to benefit from them.

ACKNOWLEDGEMENT

Special gratitude to teacher **Dr. Afsheen Salahuddin** from **PAKISTAN** for her participation as a **GUEST SPEAKER** during the tenth Episode of the IELTA Teachers' Forum 2023 on Zoom and Facebook Live.

DEDICATORY

This publication of the Teachers' Forum is dedicated to all teachers in the world who work hard to innovate and are part of a positive change in regard to the educational field.

ON THE COVER

It is a for-free image provided by Canva.



Task-Based Learning: Promoting Authentic Use of Language and Class Management

Yuliana I. Vásquez G. - Panamá
IELTA TFIJ - Editor in Chief

Abstract

Task-Based Learning (TBL) is an instructional method that has become increasingly significant in the realm of language education, primarily because of its capacity to encourage genuine language application and efficient classroom control. This article delves into the concepts and methods of TBL, emphasizing the advantages it offers to individuals studying a new language. By analyzing recent research findings and optimal techniques, it introduces how TBL can elevate language proficiency, involvement, and the overall atmosphere in the classroom.

Keywords: Task-Based Learning (TBL), pedagogical approach, learners-centered, authentic language, effective class management.

Introduction

In the realm of language education, Task-Based Learning (TBL) has emerged as a pedagogical approach that places language learners at the center of the learning process. TBL shifts the focus from traditional, teacher-centered methods to a learner-centered approach, emphasizing real communication, authentic language use, and effective class management. This article discusses the core principles and benefits of Task-Based Learning, supported by relevant literature review and best practices.

Theoretical Framework

What is Task-Based Language Teaching (TBLT)?

According to Ellis et al., (2019), Task-Based Language Teaching (TBLT) is an approach that distinguishes itself from traditional methods by giving priority to harnessing learners' inherent language acquisition abilities through the execution of tasks that direct learners' focus toward linguistic form.

Principles of Task-Based Learning:

- 1. Authentic Language Use:** TBL prioritizes authentic language use by engaging students in meaningful, real-life tasks. These tasks may include problem-solving activities, debates, simulations, and more. Learners are motivated to use language as a tool to achieve their goals, mimicking real-world language usage. (Ellis et al., 2019; Ozverir et al., 2017; Ling et al., 2022)
- 2. Focus on Communication:** TBL encourages students to communicate with each other, fostering interaction and collaboration. It moves away from rote memorization and grammar drills, emphasizing the practical application of language for communication. (Pica, 1994; Lantolf, 2000; Willis & Willis, 2007).
- 3. Meaningful Context:** Tasks in TBL are situated in meaningful contexts. Learners are exposed to language within contexts that are relevant and engaging, making the language acquisition process more enjoyable and effective. (Van Patten, 1996; Ellis, 2000; Newton, 2001).
- 4. Task Sequence:** Tasks are sequenced based on complexity and language proficiency. As learners progress, tasks become more challenging, allowing for continuous language development. (Willis, 1996; Skehan & Foster 1997, 1999; Samuda, 2001).



Benefits of Task-Based Learning:

- **Increased Motivation:** TBL promotes intrinsic motivation as learners engage in tasks that interest and challenge them. The authentic use of language in real contexts is inherently motivating.
- **Enhanced Language Proficiency:** Research indicates that TBL can lead to improved language proficiency as learners actively apply language skills in meaningful situations
- **Classroom Management:** TBL often results in better classroom dynamics. Learners are more engaged and take ownership of their learning, leading to improved behavior and participation.
- **Cultural Awareness:** TBL can also foster cultural awareness as tasks may involve cross-cultural communication, helping learners understand and appreciate different perspectives.

To effectively implement TBL, educators should:

1. Begin with a clear task and goal in mind, ensuring that it is communicative and relevant to the students.
2. Scaffold the tasks appropriately, providing support and guidance as needed.
3. Foster a supportive and collaborative learning environment where learners feel comfortable taking risks.
4. Encourage reflection and self-assessment after completing tasks, promoting metacognition and self-regulated learning.

Conclusion

Task-Based Learning offers a learner-centered, communicative approach to language education, promoting authentic language use and effective class management. The benefits of TBL include increased motivation, enhanced language proficiency, and improved classroom dynamics. By implementing TBL principles and best practices, educators can create engaging and dynamic language learning experiences for their students.

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Task-Based Learning

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IELTA TFIJ - Contributing Editor and Reviser

Abstract

According to Permatasari et. al (2021) Task-based learning approach is an approach to foreign language learning and teaching methodology in which classroom tasks constitute the main focus of instruction. Students are expected to utilize the target language while conducting various activities during the lesson. Students do the tasks creatively and learn the language unconsciously for example if they have to create a poster they will be using phrases like, “Pass me the tip” “paste the flower” etc. thus enabling them to use certain English words during the activity. This allows students to use the language as they speak in real life. According to Sari, et al, the Task-Based Language Teaching design consists of at least six types of tasks that can be applied to support the success of language learning. The types of tasks are: 1) Ordering lists, 2) Organizing and Sorting, 3) Comparing, 4) Solving problems 5) Sharing personal experiences, and 6) Creative tasks.

Keywords: Approach, teaching methodology, classroom tasks, language learning, instruction.

Introduction

According to Littlewood (2004) task-based learning works well when students are focussed on the task rather than the language usage because language is used unconsciously. Littlewood (2004) also explains the following points to be kept in mind while utilizing the TBL approach:

1-TBL should primarily involve natural or naturalistic language use, and the activities should be concerned with meaning rather than language.

2-Instruction should be learner-centered rather than teacher-centered.

3- As purely naturalistic learning does not often lead to target language accuracy, students’ involvement is crucial to fostering the acquisition of certain formal linguistic elements while keeping the advantages of a natural approach in mind.

4- This can be done best by the instructors when they provide opportunities to the students to focus on the form, which in turn will draw students’ attention to the linguistic elements as they automatically arise in lessons where the main focus is on meaning and communication.

5-Communicative tasks are an appropriate tool for TBL like role plays.

6- Some pre- or post-task language study is also useful.

7-Traditional approaches are ineffective especially where they involve passive students and an active teacher therefore TBL provides an excellent alternative to traditional teaching and learning.

Theoretical Framework

Teacher Roles in TBL

Littlewood (2004) elaborates on the role of the teacher when selecting appropriate tasks for the target language acquisition when he says that the teachers have an effective role when they are selecting, adjusting, and creating tasks and later on shaping these tasks while keeping in mind the learner needs, interests, and language skill levels. These are crucial otherwise no effective language learning will take place during the TBL.



The teacher selects and sequences the tasks. The teacher has an effective role in selecting, adjusting, and creating tasks. Later on, the teacher needs to shape these tasks while keeping in mind learner needs, interests, and language skill levels. Teachers prepare the learners for doing the tasks. The training activities may contain a topic introduction and describing task instructions. The TBL should help students learn or recall useful words and phrases to make the task completion easy and this will depend on the effective pre-task training provided by the teacher. The teacher should use a mixture of form-focusing techniques like some pre-task activities i.e. studying the given text to enable learners to get prepared for the main task.

Student's Role:

Students' role has also been explained well by Littlewood (2004)

1. Students complete many tasks in pairs or small groups. Pair or group work may require some adaptation for those students who are more accustomed to individual work.
2. Classroom activities should be planned so that students have the chance to observe how language is used in real-life communication.
3. Learners themselves need to "attend" and absorb not only the message in the task but also the form in which such messages typically come.
- 4- There will be many tasks that will require learners to create and interpret messages for which they lack full linguistic grip and some prior experience. This is said to be the main focus of such tasks. The skills of guessing from linguistic and contextual clues and asking for clarification are what the students need to do. The students also need to consult with other learners to learn such words which will make them adapt to pair or group learning more while learning new words as well.

Stages of TBL:

TBL is conducted in four stages:

- 1-*Pre-task*: The teacher begins the topic and gives the students some instructions on how to conduct the main task. Students take notes and get help from each other in pairs and groups. This prepares them well for their main tasks.
- 2-*Planning*: This second phase includes a lesson that is mainly conversational. Students prepare a short oral or written report to explain to the class what happened during their task. They practice what they are going to say in their groups. Meanwhile, the teacher is present to help them and let them improve their linguistic competence.
- 3-*Report*: Next the students then report back to the class orally or they may read the written report. The teacher chooses the order in which students will present their reports. The teacher also provides some quick feedback on the content. At this stage, the teacher may also play a recording of others doing the same task for the students to compare their tasks. This phase has some goals such as providing a repeat performance of the students' task, encouraging reflection on the task performed, and lastly encouraging those linguistic forms that were problematic to the learner during the task.
- 4- *Analysis*: The teacher highlights some relevant parts from the text of the recording for the students to analyze. The teacher asks students to notice the interesting features of this text. The teacher can also highlight the language that the students used during the report phase for analysis as well.
- 5-*Practice Finally*: the teacher selects some language areas to practice based on the needs of the learners and what emerged from the task and report phases. The students then do practice activities to increase their self-confidence and make a note of useful language. (Littlewood, 2004)



Advantages of TBL

Students get more exposure to real-life communication. They also learn to take risks and try to learn new words by utilizing contextual clues. The learners who had been accustomed to traditional learning open up and work in collaboration with others. The teacher's role is of a facilitator and the students' role is dominant making them gain confidence. Students become more active and teachers become open to discussing the needs of the learners and plan future lessons accordingly. Utilizing this approach is essential nowadays because we need active and confident learners who can cope with modern advancements.

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Task-based Interactive Learning Environment

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IELTA TFIJ - Staff

Abstract

Corwin (2022) believed that learning and communication among learners are best achieved by practice and performance; therefore, the best teaching and learning strategy is Task-Based English language teaching and learning since it enhances communication and develops students' collaboration, creativity, and critical thinking (4Cs). This paper intends first to define task-based learning (TBL) in both ESL and EFL learning environments. Second, it states the criteria for selecting or preparing Task-based activities. Then, it provides a guideline for preparing (TBL) lesson plans. Finally, it suggests some task-based learning activities that develop students' 21st Century skills (4Cs).

Keywords: Task-Based Teaching (TBT) –Task-Based Learning –Communication- Collaboration- Critical Thinking-Creativity.

Introduction

Corwin (2022) defined Task-Based Learning (TBL) as a learning strategy that is all about students creating, producing, and designing something in class. It is a short interactive assignment that results in a finished product. Willis (2007) suggested six criteria for doing Task-Based Teaching (TBT): motivation, relevancy, outcome seeker, and assessment of task results based on a prepared rubric. Teachers play a major role in engaging learners by designing lesson plans that take into consideration students' interests and experiences. Second, the classroom tasks need to be relevant and meaningful to students and to the assigned objectives in the lesson plan. Third, it should have an outcome. The fourth criterion is to judge the tasks' success with students based on the result. Fifth, while preparing the task, teachers need to prepare a rubric wherein he/she specifies whether the full completion of the task is to be given priority or the steps followed by the students during the task count more. Hence, the task-based activity has to relate to students' real-world environment and be more student-centered and collaborative by including interactive tasks (pp. 12-14).

Theoretical Framework

Willis (1996) created a framework for Task-Based Learning (TBL) that consisted of tasks revolving around traveling. Students need to list three reasons why people love to travel. The teacher shows students pictures of different travel destinations that they need to order from the most desired to the least. Then, students sort travel destinations from the northern to the Southern hemisphere and classify destinations by languages people speak. The teacher asks students to compare different countries and then match people to their country of origin.

Another Task-Based Activity (TBA) suggested by Willis (1996) is the problem-solving. The teacher asks students to think of three low-budget travel destinations. The last task is the creative one wherein students need to create a travel poster or find out about different countries and become an expert on a country that learners would like to travel to in the future. As a final product, students share stories about past travel destinations or they can write a poem about their favorite place and share it with the whole class.



Method

While designing The (TBL) lesson plan, teachers need as a first step to mention the expected design, to be created or produced. Second, to plan the specific instructions that will be given to students for doing the task and the guidelines should follow the planning stage. The third step consists of clearly specifying in the lesson plan what exactly students need to report or present and the allocated time given to students to explain and share their ideas.

According to Corwin (2022), the main steps that teachers need to follow in preparing task-based lesson plans are first, pre-task wherein the teacher introduces the topic and gives students clear instructions and guidelines on what they will be doing during the three-part task cycle. This task helps in leading students into the task by presenting an example of the task or introducing a picture, audio, or video that will be useful in completing the task.

During the task stage, students are given by the teacher all the needed learning tools to complete the task such as handouts and written instructions. They are also assigned to work in pairs or small groups while the teacher monitors and offers encouragement when needed. So in the task stage, the teacher's role is limited to facilitator. Students work on the task either in pairs or small groups and prepare to report or present their results or product. Students make important decisions about their presentation and assign each person in the group a part of the task to present so that every member in the formed groups will take responsibility during the report stage. Each group is given time to rehearse its presentation. The teacher walks around and takes notes on anything that needs to be addressed after the presentations (Corwin, 2022).

After the task preparation stage, students present their findings to the class in the form of a PowerPoint or slide-share presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. Students also ask questions or provide some quick oral feedback after each presentation and the teacher comments on the content. In the end, students vote for the best presentation, report, or product.

As for the feedback, the first type is 'two stars and a wish' wherein each student after listening to the group presentation, gives two positive things about the presentation and one suggestion. The second way of providing feedback is the 3, 2, 1 that stands for three likes, two suggestions, and one question. All in all, feedback can be given based on the content of the presentation, the use of visuals, and eye contact (Corwin, 2022).

Conclusion

To compete in the 21st Century and prepare a generation of high communication skills, critical thinking, and creativity, teachers need to use task-based teaching strategies that widen students' learning experience and motivate them to explore and improve both their communication and way of thinking in the community that uses the English language.

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Task-based Method a Communicative Approach

Huda Maher - Lebanon
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Abstract

Language acquisition has become a basic prerequisite in our modern times. An attempt to set the process of language acquisition in motion motivated researchers to experiment with new methods and approaches at the beginning of the 20th Century. Hence, there occurred a shift from the synthetic to the analytical syllabi - two types that were distinguished by Wilkins in 1976- to accelerate communication. An analytical syllabus conforms more with the Second Language Acquisition (SLA) Research because the latter shows that learners do not learn linguistic items separately or one at a time. Instead, learners infer linguistic information from the language samples they are working on and acquire language items only when they are ready. Therefore, a task-based method adheres to the rules of the analytic syllabi as it consists of tasks and not a sequence of separate linguistic items (Freeman & Anderson, 2011). This paper will define the task-based method as a part of the mainstream communicative approach, highlight its main principles, look at the history of this method and how researchers regard it, and examine its applicability in the classroom through two authentic experiences and examples.

Keywords: Task, language acquisition, authentic, communicative approach, student-centered, input, output.

Introduction

The 1970s era witnessed a vital shift in language teaching and learning. The ultimate goal was not only communication and the ability to connect with others verbally and through writing in an easy comprehensible way but also the means through which communication takes place within a real, natural context. The shift in language learning runs parallel with the switch from a teacher-centered classroom to a student-centered classroom. The learner, as a result, has become more engaged in the teaching-learning process and a highly active participant. The communicative approach replaced the Audiolingual; therefore, instead of focusing on the acquisition of grammar and vocabulary, it aimed at “developing the learner’s competence to communicate in the target language with an enhanced focus on real-life situations” (Zakime, 2018).

The Communicative Approach proposed a variety of methods such as project-based, content-based, and task-based learning. Task-based learning (TBL) is a method in which learning revolves around the completion of meaningful tasks. The main focus is the authentic use of language for genuine communication. (Zakime, 2018). David Nunan makes the “task” a starting focal point in his book as he distinguishes between what he calls real-life tasks or target tasks and pedagogical tasks. The first set refers to uses of language in the world beyond the classroom, whereas the second set refers to tasks that occur in the classroom. He defines a task – a pedagogical task - as “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 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.” (Nunan, 2004)



TBL is a logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s (Willis, 1996). Tasks are, thus, considered appropriate vehicles that carry these principles. Major principles that make up the TBL method are the following:

- Teachers are facilitators who engage learners in meaningful tasks.
- Teachers prepare a set of pre and post-tasks based on students' needs and monitor students' performance regularly.
- Teachers are "input providers" especially during the initial phase.
- Learners work together to perform tasks designed by teachers. They are motivated to participate in lessons that prepare them for the real world.
- Language is a medium that aids learners in carrying out tasks. The four skills of listening, speaking, reading, and writing are emphasized.
- Accuracy is emphasized; correction of mistakes takes the form of recast or modeling by giving brief grammatical explanations.
- Language learning takes place through communicative tasks that are carried out by learners interactively.
- Although the emphasis is on the process, there should be a clear outcome, and learners should know if the communicative process was successful.
- Techniques or types of tasks include listing, ordering, sorting (sequencing, ranking, classifying), matching, comparing, problem-solving, sharing personal experiences, projects, and creative tasks.

Task-based learning has been implemented by educators for decades and has been found mostly beneficial. Teachers can implement this method with some modifications and adaptations that match their classes and address their learners' specific needs.

Theoretical Framework

Literature review of some scholars' views

Task-based language teaching (TBLT) is an approach that was first introduced and popularized by N. Prabhu while working in India in the 1980s. It was implemented in a short-lived experience known as the Bangalore Project (a task-based design for primary-age learners of English). The project employed both types of tasks mentioned by Nunan: the real-life tasks and the pedagogical tasks. Here are examples of such tasks used by Prabhu:

Diagrams and formations (Naming parts of a diagram with numbers and letters of the alphabet as instructed)/ **Drawing** (Drawing geometrical figures/ formations from sets of verbal instructions)/ **Monthly calendar** (Calculating duration in days and weeks in the context of travel, leave, and so on)/ **Maps**

(Constructing a floor plan of a house from a description/ **Programs and itineraries** (Constructing itineraries from descriptions of travel) (Richards and Rogers, 2001) Steven Brown argues not all types of exercises can be labeled tasks. He bases his argument on Nunan's definition of a task and connects TBLT to second language acquisition (SLA) where the focus on communication and meaning is emphasized.

Using pair work as a drill to manipulate structures, therefore, would not be a task. Students need to exchange some sort of meaning that is "congruent with communicative language teaching" (Brown, 1998). He looks at SLA in the light of three theories: Input-based, Output-based, and Interactionist giving due attention to the role of speaking tasks.

Many others, among them Brown, sorted real-life tasks according to themes. An example is the following: Theme: planning a vacation Tasks – decide where you can go based on the "advantage miles" – booking a flight – choosing a hotel – booking a room.



This classification is “intuitive” and does not go beyond “speculation” (Skehan, 1998). Therefore, the tasks require a certain order (Richards and Rogers, 2001).

1. Procedures, or what the learners have to do to derive output from input 2. Input text

3. Output required language items: vocabulary, structures, discourse structures, processability, and so on (Honeyfield, 1993).

Skehan identifies the central challenge for task-based instruction as finding how the task characteristics and conditions can be “manipulated” to produce performance with maximum complexity, accuracy, and fluency. He and his collaborators used three different types of tasks:

- Personal (exchanging personal information)
- Narrative (constructing a story)
- Decision-making (role-play judge and wrongdoers)

They soon concluded that: **accuracy** was higher on the personal and decision-making tasks more than the narrative, a structured task promotes both accuracy and fluency, tasks based on familiar or concrete information lead to greater accuracy, and dialogic tasks promote greater accuracy and complexity while monologic ones do quite the opposite (Jordan, 2021).

Stephen Krashen differentiates between acquisition and learning. Learning alone is not enough (Sanchez, 2009) and people learn languages by understanding messages addressed to them at a level just beyond their current level of linguistic competence. Krashen believes that learning takes place and progresses in a natural order given comprehensible content or input. Listening and reading easy, enjoyable material, according to Krashen, are key elements in the process of language acquisition. So, listening and reading tasks constitute the framework for what he calls “comprehensible input.” Yet still, critics argue about the nature of “comprehensible input.”

Authentic Implementation in Classes

Due to limitations of time and space, this paper will cite two examples of tasks that are a combination of real-life and pedagogical tasks and examine them in light of the above views. The first is a task I implemented in my English class in 2021; the second one was performed in law class this year in Canada.

First Example: A 21st Century version of Emily Dickinson’s poem “I’m Nobody”. Grade 11 students (Humanities section- ESL) were asked to produce a modern version of Dickinson’s poem. They worked in groups to perform the task. Equal emphasis was given to the process and the outcome. Pedagogy appeared in drawing the connection between the task at hand and **the theme** discussed in class: **youth and identity formation**. Input-based, output-based and interactionist theories were on display and the order suggested by Honeyfield was observed. Procedures took the shape of clear instructions for students. The “**comprehensible input**” Krashen talks about was observed in Dickinson’s poem itself and the pre-task of eliciting identity issues and struggles of the youth at the poet’s time. **The output** was mainly the students’ creative outcome. Vocabulary and **structure** were both stressed again through pre-tasks where students brainstormed the struggles that face teenagers in our modern times and learned about the lyrical form. **Fluency** and **accuracy** were also balanced as group members had discussions, voiced out their suggestions, and tried to maintain a certain rhythm within their versions. Proofreading and editing took place and a polished version was finally accomplished.

Second Example: The teacher, at a law class in Canada, gave grade 11 students the following assignment: Watch the movie Shrek and take notes on what human rights were violated and how. Once that is done, choose one of the following roles and project forms and make a project about what you have learned.



Authentic Implementation in Classes

Due to limitations of time and space, this paper will cite two examples of tasks that are a combination of real-life and pedagogical tasks and examine them in light of the above views. The first is a task I implemented in my English class in 2021; the second one was performed in law class this year in Canada.

Roles	News reporter- lawyer- citizen of Duloc- Shrek- Donkey – Fiona – Lord Farquaad
Project Forms	Newspaper article- letter- song- poem- poster

Although the outcome would be a project and some may argue that this assignment falls into the framework of a project-based methodology where students are allowed to have interdisciplinary perspectives, I would say that a project consists of a set of tasks that form a “constructivist” environment where students construct their knowledge with the aid and the supervision of the teacher. This is evident when the teacher gave the students the following pre-task where the teacher asked students to fill in this sheet:

Shrek (Specific example of something that happens in the film)	Legal Infraction (Name the specific section of the Code/ Act/ Charter)	Notes (Explanation of how the Code/ Act/ Charter is violated)
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Again, some may argue that this experience took place in a law class and not in a language class, but the same principles do apply in the ESL context. Meaningful engagement and authenticity are quite present and the employment of theme-related terminology is highly required. The interaction of students and motivation could be achieved through conducting a discussion of human rights and how they are preserved or violated. Listening, speaking, reading, and writing are employed fully in such a task.

Conclusion

Communicative Language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today. Task-based method learning is considered the “strongest version” of the communicative approach and as Allwright (1979) puts it: ‘...if communication is THE aim, then it should be THE major element in the process’. Task-based method teaching (TBLT) flourished in the 1980s and since then some researchers dealt with it from divergent angles and educators experimented with it in their classrooms and transformed it from theory into practice. The task is the “nucleus” or the “core” element of such a method and it should be meaningful and authentic preparing students for the real world and not just an array of grammatical drills or language activities. A set of principles govern the implementation of this method such as interaction and meaningful engagement and the focus on fluency and accuracy. An emphasis on the four skills is stressed and teachers are seen as “facilitators” and “input providers.” The examples provided in this paper emanate from a real-life/classroom context and propose tasks that are a mixture of target or real-life and pedagogical ones. They can be adapted and modified accordingly to address learners’ needs in specific situations and accelerate language acquisition.

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Monica Rosana Seclen Palacin

Perú

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-based learning is especially conducive to group learning. Learning a language as a group is also a very important contributor to effective retention. Collaborating with others and becoming confident with the language within a group is a key step in acquiring that language."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"This definition is very broad, implying as it does that just about anything the learner does in the classroom qualifies as a task. It could be used to justify any procedure at all as 'task-based' and, as such, is not particularly helpful."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Both in the research literature on tasks and second language learning and in the pedagogical literature on task-based language teaching (TBLT), the role of the teacher has received scant attention"



Lena Ramamurthy, Noor Syamimie Mohd Nawi, Shahidatul Maslina Mat So'od, Nur Hafezah Hussein & Syakirah Shafien.

Malaysia

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-Based Learning (TBL) is an approach that emphasizes completing specific tasks that mirror real-world situations. TBL tasks in language learning per se, are designed to simulate meaningful and authentic contexts that are predominantly applicable to real-life situations that could benefit the learners greatly in the future. TBL classroom places learners at the center of the learning process and requires learners to utilize the target language actively and collaboratively for real communication."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"Task-based learning is essential as it is not restricted to language proficiency enhancement but also for the development of critical thinking, problem-solving, and collaboration skills that are paramount in today's dynamic and interconnected world. Malaysia has a comprehensive set of education plans for preschool to post-secondary education as a result of tremendous research and public engagement conducted by the Ministry of Education. In realizing the lack of the previous focus by the Malaysian education system - the three Rs (Reading, writing & arithmetic), Malaysia is now moving forward on developing higher-order thinking skills (HOTS) to enhance learners' ability to apply their knowledge in the real-world settings to meet new demands and rising expectations of global recognition (Malaysia Education Blueprint, 2013-2025)."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"The key, for teachers to promote and empower task-based learning for the authentic use of language and class management effectively is to revamp the examinations, assessments, and activities carried out in the classroom and curriculum. First, examinations should be shifted from sole memorization and separated language components to assessing higher-order thinking skills. Second, feedback should be provided throughout the learners' learning process allowing them to improve over time by assessing language use in authentic contexts, for instance, presentations, role-plays, written reports, etc. For activities, project-based learning can be incorporated by..."



Lena Ramamurthy, Noor Syamimie Mohd Nawi, Shahidatul Maslina Mat So'od, Nur Hafezah Hussein & Syakirah Shafien.

Malaysia

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"...preparing extended practices for the learners through extensive integration of multimedia tools and digital resources for diverse activities and to enhance learners' engagement. On top of that, all tasks designed have to be authentic and well reflect their academic and professional. In doing so, a few initiatives have been implemented for the Professional Workplace Communication course at the Universiti Malaysia Kelantan (UMK). The course aims to help learners develop the ability to communicate in English using appropriate strategies to engage in activities related to the professional workplace landscape. Learners are given task-based assignments and communicative tasks to assess their ability to communicate at the C1 level in professional work environments. Learners are required to write well-structured reports on complex subjects for a specific genre in the occupational domain. They then have to present their findings through the presentation by adopting appropriate strategies to give clear and well-structured presentations on the assigned subjects. Moreover, learners are taught to prepare a comprehensive resume and cover letter in applying for jobs within their expertise. A mock job interview will be followed up and the learners are required to interact with good interpersonal skills using language flexibly and effectively during the mock job interview. Timely and constructive feedback will be given on both language use and skills covered to promote improvement. Learners, in the end, will be able to develop the ability to communicate professionally and interpersonally in writing and speaking in professional working environments through task-based learning that is applicable across both academic and workplace communication scenarios."



Marben Joseph B. Garcia

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"It is a task approached method that can be used by our students using performance tasks. It is how important the integration that using the traditional way."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"We used different approaches or methods like role-playing, small discussion, and other assessment which is aligned with our learning competencies."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"We should know what the appropriate methods for our students which can cap the students' lackness factors. We have to promote and utilize the concrete assessment to become effective."



John Kevin S. Tapar

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Based on my understanding, Task-Based Learning is about exposing learners to the authentic and useful activities related to real-life scenarios collaboratively and cooperatively."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"Well, I do believe that this approach called Task-Based Learning has been a part of the national curriculum, therefore students/learners are used to this brilliant method in learning English. As an educator, I firmly see the importance of this approach mainly because it helps students/learners in learning English through collaboration and cooperation. "

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"During the break-out session, I've learned that it is vital that we bear in mind that our learners vary or differ in terms of the way they learn a language- this may touch the multiple intelligence of learners. Therefore, we should always include activities and tasks that cater to different types of students. We should always bring out the best in them. "



Vanessa G. Lirio

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-based learning plays an important role in the development of student's critical thinking and creativity. It allows learners to collaborate and think outside the box conducting the tasks given by the teacher. In addition, learners can improve their language skills by utilizing the language or medium of instruction while doing the activities."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"In the Philippines, we are fond of using task-based learning since we look for opportunities to promote authentic use of language. While doing the tasks, learners can participate using the L1 or L2. With that, learning takes place. It also allows students to be more responsible and active in the classroom. Since they are into task-based learning, learners can write letters accordingly, they can work collaboratively with others, and plan activities to take place inside the classroom. "

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"A teacher can promote it by using it. He or she must utilize this learning every single day or at least be evident. For instance, during writing class, allow learners to write letters for their loved ones. They can also start writing request letters or even curriculum vitae. Simulation of interviews may also happen after the letters. Furthermore, collaboration can happen if learners work together to accomplish tasks. For instance, learners can create an invitation for an event. Someone will play as the host, someone will make the layout of the invitation and the like. While doing these activities, the right and appropriate language must be used and observed. It is indeed that task-based is important in learning. "



Christian Ivan Santos

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"TBL for me is like the output-based learning needed for our everyday lesson. 2. I sometimes interchange game-based and task-based learning due to the student's capability. They were able to do their task through games. I also used differentiated instruction to have students gain more knowledge based on their interest in their tasks."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"Task-based learning has been observed in our country when it comes to the learning process. In our country, we promote the student-centered learning approach where the students do the task and the teachers act as a facilitator. In this case, this allows the learners to be more independent and to express their ideas more."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Task-Based Learning (TBL) is an approach to language teaching that focuses on the completion of meaningful tasks, which promote the authentic use of language and engage learners actively. In promoting the TBL into the classroom set-up, we need to choose the relevant and meaningful tasks: Select tasks that are relevant to learners' lives and encourage the use of language in real-life contexts. Examples can be given tasks like planning a weekend trip with a partner or it can be a language focus wherein the learners need to give suggestions in making arrangements, expressing preferences, etc."



Nouha EL-Assaad

Lebanon

TALK ABOUT IT

What is "Task-Based Learning for you?"

"TBL is a method that allows students to explore and "experiment with" the English Language rather than it being dictated to them. This helps learners' long-term memory of the concepts as we mostly learn via hands-on and exploration."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"I work in UAE, and in my school, we follow thematic-based learning. Here, cross-curricular integration plays an integral role in task-based learning, so our students get to explore language concepts through different tasks and even subjects."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Task-Based Learning enhances classroom management by allowing group work, effective time management, and collaborative learning."



Oihmee Alvarez

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"This Element is a guide to task-based language teaching (TBLT), for language instructors, teacher educators, and other interested parties. The work first provides clear definitions and principles related to communication task design. It then explains how tasks can inform all stages of curriculum development. Diverse, localized cases demonstrate the scope of task-based approaches. Recent research illustrates the impact of task design (complexity, mode) and task implementation (preparation, interaction, repetition) on various second language outcomes. The Element also describes particular challenges and opportunities for teachers using tasks. The epilogue considers the potential of TBLT to transform classrooms, institutions, and society. "

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"Here in our country, we promote learner-centered where they discover and learn unconsciously. We apply this kind of learning. Students then report back to the class orally or they may read the written report. The teacher chooses the order in which students will present their reports. The teacher also provides some quick feedback on the content. At this stage, the teacher may also play a recording of others doing the same task for the students to compare their tasks. This phase has some goals such as providing a repeat performance of the students' task, encouraging reflection on the task performed, and lastly encouraging those linguistic forms which were problematic to the learner during the task."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Pre-task: The teacher begins the topic and gives the students some instructions on how to conduct the main task. Students take notes and get help from each other in pairs and groups. This prepares them well for their main tasks. Planning: This second phase includes a lesson that is mainly conversational in nature. Students prepare a short oral or written report to explain to the class what happened during their task. They practice what they are going to say in their groups. Meanwhile, the teacher is present to help them and let them improve their linguistic competence. Analysis: The teacher highlights some relevant parts from the text of the recording for the students to analyze. The teacher asks students to notice the interesting features within this text. The...



Oihmee Alvarez

Philippines

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"... teacher can also highlight the language that the students used during the report phase for analysis as well.

Practice: Finally, the teacher selects some language areas to practice based upon the needs of the learners and what emerged from the task and report phases both. The students then do practice activities to increase their self-confidence and make a note of useful language."



Evelyn Fosuaa

Ghana

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-based learning is an approach to language teaching and learning that focuses on the completion of meaningful tasks as the primary learning activity."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"Learners engage in activities or tasks that require them to use the target language to achieve a specific goal or outcome. These tasks are designed to be challenging and meaningful, providing opportunities for communication and language practice."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Role-Play Tasks: Assign a role-play task where students act out a real-life scenario, such as ordering food in a restaurant or conducting a job interview. This encourages authentic language use and develops communication skills. The teacher can provide guidance and feedback during the task, ensuring students stay on track and manage time effectively."



Joshua Malabanan

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-based Learning for me is like output-based learning needed for our lesson every day."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"Here in the Philippines, I sometimes interchange game-based learning and task-based learning due to the student's capability. I also used differentiated instruction to have students gain more knowledge based on their interests in their tasks. I also included in the rubric what behavior they should be showing when they are doing the task."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"We are doing it indirectly or we don't just know it sometimes. We use task-based learning every day to make them learn. Most of it was differentiated instructions where we could let our students sing, dance, draw images, play a role in a scenario, and a lot more. Giving them tasks will make them busy thinking. Through this task-based learning, our students will learn more. Though there are days that the students tend to be unruly due to a bunch of work, we can lessen it but we need to make sure they will learn enthusiastically."



Federico P. Beltran Jr.

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-Based Learning is an approach to bring the learners to a successful outcome through providing authentic or reliable activity as support with their learning which anchor with the topic."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"It has been done in my country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management through emerging the learners in real life through questioning about what observed based on context in text such a way to determine whether they are aware with it and also give a support material such as reliable stories or others that suits to their level and learning oriented."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"The teachers promote Authentic Use of Language and Class Management by using Task-Based Learning by sighting some symbolism within the story for the learners to expand their critical thinking and at the same time, they understand the essence of those in the story. They are used as representation like the story of The Batu Belah, Batu Bertangkup is a story that is also related with mental support and emerge with the culture."



Isaac Hinneh

Ghana

TALK ABOUT IT

What is "Task-Based Learning for you?"

"It provides an opportunity for learners to learn through performing a task. When learn by doing, it helps them understand what they learn. Learning becomes practical."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"Emphasis is placed on "Task-Based Learning" in my country, but the challenge we face is the resources needed. The learning setting (classrooms) is not suitable for "Task-Based" learning. This approach requires a modern classroom where learners are engaged in a lot of activities to discover knowledge themselves. It also requires suitable teaching-learning resources. With time the country will deal with this challenge so that a "Task-Based" learning approach can fully be implemented."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Teachers should be child - centered in their teaching. They should make the learning setting a place where learners can learn on their own with a little guide. A lot of resources should be made available for learners to learn. Teachers should make learning practical by engaging learners in a lot of activities. Learners should at times be taken out on field trips to have a hands - on experience of what they learn in the classroom."



Madhu Pandey

Nepal

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-Based Learning (TBL) is an approach to language learning and teaching that focuses on the completion of meaningful tasks as the central element of the learning process. In TBL, the emphasis is on the learners actively engaging in real-world tasks or activities that simulate authentic language use."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

- "1. Teacher Training: In Nepal, various organizations and institutions have been conducting teacher training programs and workshops to promote task-based learning.*
- 2. Curriculum Integration: The Nepalese government and educational institutions have been working on integrating task-based learning into the curriculum.*
- 3. Authentic Materials and Resources: Teachers in Nepal have been encouraged to use authentic materials such as real-life texts, videos, and audio recordings to provide students with exposure to genuine language use.*
- 4. Collaborative Learning: Task-based learning often involves collaborative activities and group work. In Nepal, teachers have been encouraged to promote cooperative learning environments where students work together to complete tasks, fostering communication, negotiation, and problem-solving skills.*
- 5. Assessment Methods: Traditional forms of assessment have been supplemented with task-based assessments, focusing on students' ability to apply language skills in practical and meaningful ways."*

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Task-based learning is an approach that focuses on real-world language use and promotes authentic communication. It encourages students to engage in meaningful tasks that require the use of language purposefully and interactively. By incorporating task-based learning into their teaching practices, teachers can effectively promote the authentic use of language and enhance class management. Here are some suggestions and sample activities for teachers to implement task-based learning in their classrooms:

Authentic Tasks: Design tasks that reflect real-life situations and provide students with...



Madhu Pandey

Nepal

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"...opportunities to use language authentically. For example, ask students to plan a weekend trip, create a presentation on a topic of interest, or write an email to a friend. These tasks should have a clear goal and require students to use language skills in a practical context.

Collaboration: Encourage collaborative work among students to foster authentic language use. Divide students into pairs or small groups and assign them tasks that require cooperation and interaction. For instance, students can work together to solve a problem, conduct a survey, or plan an event. This promotes communication and helps students practice negotiation, persuasion, and collaboration skills.

Role-plays and Simulations: Engage students in role-plays and simulations that simulate real-life situations. For instance, students can act out a job interview, a customer service interaction, or a debate. These activities provide students with opportunities to use language authentically and develop their speaking and listening skills.

Language Input: Provide students with relevant language input and resources to support their task performance. This can include authentic materials such as newspaper articles, videos, podcasts, or online resources. Encourage students to analyze and extract useful language from these sources to complete their tasks. This approach helps students develop their language skills while engaging with authentic content.

Reflection and Feedback: Incorporate reflection and feedback sessions into the task-based learning process. After completing a task, allow students to reflect on their performance, discuss challenges they faced, and evaluate their language use. Provide constructive feedback and encourage students to set goals for improvement. This reflective practice enhances students' self-awareness and helps them identify areas for growth.

Flexibility and Adaptability: Be flexible and adaptable in implementing task-based learning. Adjust tasks based on students' language proficiency levels and interests. Offer support and scaffolding for struggling students, and provide extension activities for more advanced learners. Adapting tasks to students' needs promotes inclusivity and ensures that all students can engage in authentic language use.



Madhu Pandey

Nepal

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

"Sample Task-Based Learning Activity

Topic: *Environmental Issues*

Task: *Create an Awareness Campaign*

Activities:

1. *Divide students into small groups and assign them different environmental issues such as pollution, deforestation, or climate change.*
2. *Provide relevant resources such as articles, videos, and websites about their assigned topic.*
3. *In their groups, students brainstorm and plan an awareness campaign to educate others about the environmental issue.*
4. *Each group creates a presentation that includes visual aids, key messages, and persuasive language.*
5. *Students present their campaigns to the class, using authentic language to persuade and inform their peers.*
6. *After the presentations, hold a class discussion about the different campaigns and their effectiveness in raising awareness.*
7. *Reflect on the task as a whole, discussing challenges, successes, and areas for improvement.*

By implementing task-based learning with activities like the sample provided, teachers can promote authentic language use and effective class management. This approach fosters student engagement, encourages meaningful communication, and prepares learners for real-world language use beyond the classroom.



Muniratu Mohamadu Abanga

Ghana

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-based learning is an approach to language education that focuses on the completion of meaningful tasks as the central component of the learning process."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"A new curriculum has been designed and implemented. The new curriculum contains more practical work than theoretical work. As the topics are more task-based, teaching and learning have become more practical than before."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

- 1. Design tasks that reflect real-life situations.*
- 2. Clearly define the objectives of each task and communicate them to the students.*
- 3. Encourage students to work in pairs or groups to complete the tasks.*
- 4. Provide constructive feedback on students' performance during and after the tasks."*



Fredick Sammy Boateng

Ghana

TALK ABOUT IT

What is "Task-Based Learning for you?"

"It's a learning methodology that allows students to experience, validate, and be active participants of its activities."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"It allows students to explore and experiment with the English Language rather than being dictated to."

CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide sample of activities or suggestions about it to other teachers worldwide.

"Students participate in activities that allow them to have lasting memories of tasks assigned. This learning methodology is student-centered."



Jomar Calixto Catano

Philippines

TALK ABOUT IT

What is "Task-Based Learning for you?"

"Task-based learning is an approach to education that emphasizes practical application of knowledge and skills through the completion of real-world tasks or activities, promoting active learning and language proficiency development."

COMPARE AND CONTRAST

What has been done in your country about the use of "Task-Based Learning to Promote Authentic Use of Language and Class Management?"

"...In my country, the use of Task-Based Learning (TBL) to promote authentic use of language and class management has gained significant attention and implementation in recent years. Various initiatives have been taken to integrate TBL into the education system.

One major development is the inclusion of TBL in the curriculum of language learning institutions and schools. The curriculum now focuses not only on grammar and vocabulary but also on the practical application of language skills through tasks. Students are given opportunities to engage in meaningful activities that simulate real-life situations, such as role-plays, discussions, and problem-solving tasks. This promotes authentic use of language as students learn to communicate effectively in context.

To facilitate the effective implementation of TBL, training programs and workshops have been conducted for language teachers. These programs aim to enhance their understanding of TBL principles, methods, and strategies. Teachers are encouraged to design task-based lesson plans and assessment techniques that align with the goals of promoting authentic language use. They are also trained in effective classroom management techniques to ensure the smooth execution of tasks and maximize learning outcomes.

Furthermore, technology has played a significant role in supporting TBL implementation. Educational institutions have incorporated digital resources, such as online platforms, interactive learning software, and multimedia materials, to create engaging and authentic task-based activities. These resources provide students with opportunities to practice language skills in a virtual authentic environment, enhancing their language proficiency.

While progress has been made in implementing TBL, challenges remain. Limited resources, lack of teacher training opportunities, and large class sizes are some of the obstacles faced in effectively adopting TBL approaches across the country. Efforts are being made to address these challenges through increased investment in education, teacher development programs, and restructuring of class sizes.

Overall, the use of Task-Based Learning to promote authentic use of language and class management in my country demonstrates a commitment to fostering student-centered, communicative language learning. The incorporation of TBL in the curriculum, provision of teacher training, and utilization of technology have all contributed to creating a more engaging and effective language learning environment."



CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide sample of activities or suggestions about it to other teachers worldwide.

- 1. Design tasks with real-world relevance: Create tasks that mirror authentic situations and require students to use language skills in meaningful ways. For example, students can plan a trip, prepare a presentation about a local issue, or participate in a debate. By connecting language use to real-life scenarios, students are motivated to engage more actively and authentically.*
- 2. Provide opportunities for collaboration: Incorporate group activities that promote interaction and communication among students. Group work allows students to share ideas, negotiate meaning, and engage in authentic conversations. For instance, students can work in pairs to create a dialogue, conduct interviews, or solve a problem together. This fosters the development of communication skills and builds a cooperative learning environment.*
- 3. Include authentic materials: Utilize authentic materials such as newspaper articles, interviews, videos, or podcasts to expose students to real-life language use. These materials provide students with insights into how language is used in different contexts and help them understand the nuances of communication. Students can analyze, discuss, and extract information from these materials, promoting authentic language use.*
- 4. Incorporate role-plays and simulations: Design role-plays and simulations that allow students to practice language skills in realistic scenarios. For example, students can act out job interviews, customer service interactions, or debates on social issues. Role-plays provide opportunities for students to apply language skills in a context that closely resembles real-life situations, enhancing their speaking and listening abilities.*
- 5. Implement project-based tasks: Assign project-based tasks that require students to collaborate, research, and present their findings. For instance, students can work in groups to create a marketing campaign, conduct a scientific experiment, or plan an event. These projects allow students to engage in authentic, extended language use while developing critical thinking, problem-solving, and organizational skills.*
- 6. Use technology and multimedia resources: Integrate technology and multimedia resources to enhance task-based activities. Students can create digital presentations, record videos, or participate in online discussions. Technology not only offers authentic language opportunities but also increases student engagement and motivation.*
- 7. Scaffold language support: Provide necessary language support to ensure students can complete tasks effectively. This can include providing vocabulary lists, sentence frames, or model responses. Scaffolding helps students overcome language barriers while still encouraging authentic language use.*



CONTRIBUTE

How can teachers promote Authentic Use of Language and Class Management by using Task-Based Learning? Provide a sample of activities or suggestions about it to other teachers worldwide.

8. Regularly assess and provide feedback: Assess students' performance during task-based activities to monitor their progress and provide timely feedback. Provide constructive feedback that focuses on language accuracy, fluency, and communication skills. This allows students to understand their strengths and areas for improvement in the context of authentic language use.

By incorporating these strategies and activities into their lessons, teachers can promote authentic use of language and effective class management through Task-Based Learning. These approaches foster student engagement, encourage meaningful interactions, and develop language proficiency in real-life settings.

Task-Based Learning (TBL) offers significant benefits to language learners by promoting authentic language use and class management. It shifts the focus from rote memorization of grammar rules to practical application of language skills in real-world contexts. This approach empowers students to become active participants in their learning journey and cultivates their communication abilities.

TBL encourages students to develop a range of language skills, including listening, speaking, reading, and writing, by engaging them in tasks that mirror real-life situations. By working on meaningful tasks, students are motivated to actively use the language as a tool for communication rather than merely studying it for academic purposes. This helps in developing their fluency, accuracy, and confidence.

Moreover, TBL fosters a learner-centered environment where students take responsibility for their learning. They become co-creators of knowledge through collaborative activities, problem-solving tasks, and project-based assignments. This promotes autonomy, critical thinking, and creativity among students, preparing them for real-world challenges.

In terms of class management, TBL brings a dynamic and interactive atmosphere to the classroom. By engaging in task-based activities, students are actively involved, reducing boredom and disengagement. Furthermore, tasks encourage peer interaction and promote a sense of community within the classroom. This creates a positive and supportive learning environment where students feel comfortable expressing themselves and taking risks with their language use. However, it is important to note that implementing TBL effectively requires careful planning, preparation, and teacher training. Teachers need to choose appropriate tasks, scaffold language support, and provide clear instructions to ensure students understand the objectives and expectations. Additionally, continuous assessment and feedback play a crucial role in monitoring student progress and addressing any challenges that may arise. Overall, Task-Based Learning offers a learner-centered approach that promotes authentic language use and effective class management. By incorporating task-based activities, teachers can cultivate students' language proficiency, critical thinking skills, and confidence, while creating an engaging and interactive learning environment.



TEACHERS' IMPRESSIONS

"It's fun and interesting because you'll learn a lot from this kind of seminars."

_Christian Ivan Santos - Philippines

"It has been very excited. We could participate in different situations and develop our knowlegde."

_Suzetty Julisa Carrillo Santamaria - Peru

"Thanks to your sessions, my teaching has really improved. When I practice what I learn from here, I get great feedback from students."

_Esther Gyamfuaa Bosompem - Ghana

"This is an important platform for learning."

_Mr. Umar Farooq - Pakistan

"It offers new insights to my teaching practice."

_El-Barazi Said - Morocco

"It is really informative and engaging. I learned a lot from it. "

_Lareta, Jeffrey M. - Philippines

"Shared ideas improve my own teaching experiences."

Prosper Dogbey - Ghana

ON THIS SECTION

It is a collection of some teachers' feedback and testimony after participating in the IELTA Teachers' Forum sessions.



ASSOCIATION REGISTRATION NUMBER 11387724

TEACHERS' IMPRESSIONS

"IELTA Teachers' Forum is a platform where I learn a lot on varieties of teaching techniques."

_Yakubu Yobe - Ghana

"Thank you for this opportunity to attend an international forum on education. It's refreshing and helpful. "

_Vanessa G. Lirio - Philippines

"Very useful and practical approaches in ELT context."

_Dr. Mansoor Ali Darazi - Pakistan

"Of course, we get useful information and have the possibility to share our experience with colleagues all around the world"

_Larisa Gubina - Moldova

"It offers me the opportunity to learn new skills and interact with colleagues and teachers around the globe."

_Yahuza Mohammed - Ghana

"Fruitful sharing and lots of ideas can be implemented in my class."

_Rafeah Tami - Malaysia

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TEACHERS' IMPRESSIONS

"Always mind-blowing and transforming. Giving me fresh perspectives."

_Innocent Nasuk Dajang - Nigeria

"It provides an avenue for IELTA members to get acquainted with not only the requisite information about IELTA, but content to help make them effective English Language Teachers."

_Samira Assabey Musah - Ghana

"It's a great experience of mine. I learned so much about Task Based learning. In all countries, we should promote this kind of learning because it is effective not just, they learned but also because they enjoy it."

_Oihmee Butardo Alvarez - Philippines

"My methodologies for teaching have improved."

_Pearl Ayebea Ntiful - Ghana

"I have learnt about new effective teaching and learning activities that has enhanced my knowledge in the field. It has helped me to focus more on the students based task and also improve their studies skills using their own creative perspectives. It has also helped me to also build student confident level in the use of the English language. "

_Angelina Mensah - Ghana

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International English Language Teachers Association

MISSION STATEMENT

To provide high-quality international standard programs to English language teachers, researchers, and learners around the world to enhance their human, professional, and scientific skills through respectful, collaborative, cooperative, critical, and intercultural interaction.

VISION STATEMENT

To be a reference model of innovative, academic, and organizational quality, which contributes to educational improvement by creating a community of professionals in every country in the world who can build dynamic and supportive learning environments and ultimately a better world.

IELTA has branches in 70 countries and still growing.

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The edition we developed required teachers to meet and discuss, in the IELTA FORUM tenth episode, about "*TASK-BASED LEARNING: PROMOTING AUTHENTIC USE OF LANGUAGE AND CLASS MANAGEMENT*", and provide their knowledge of the course topic based on their English language teaching experiences and ideas to support other teachers worldwide.

