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USING THE TASK-BASED APPROACH IN THE STUDY OF A FOREIGN LANGUAGE

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ВИКОРИСТАННЯ МЕТОДУ TASK-BASED ПІД ЧАС ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

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ИСПОЛЬЗОВАНИЕ МЕТОДА TASK-BASED ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Based on empirical research, TBLT adopts meaning-based, communicative tasks as the central unit for defining language learning needs, determining curriculum goals, designing activity in the (language) classroom, and assessing language competencies.

The tasks-based on written texts and oral recordings offer students a model for the natural acquisition of the language. The targeting component of English language or treatment of grammatical structures enables them to examine and systematize their knowledge of the structure of the English language. The references and techniques used in this article from a pedagogical corpus of data to be used in other fields offer a familiar and authentic context for the teaching of grammar and other elements of language. Teaching the English language from the perspective of task-based and situated language learning requires the development of teaching techniques and strategies.

This paper will shed light on the various teaching strategies required to teach English as a second language, teaching with respect to the task-based phenomenon. Purpose of the Study Teaching or learning a foreign language is not simple processes; language teachers often find it challenging to pass on language skills to the learners. As a result, language teachers have developed various techniques and patterns of teaching in order to impart these skills more effectively to their students. In this respect, there are two techniques that have proven to be quite efficient in language teaching and learning; task-based learning and situated learning methods. Hassan (2014) notes that numerous scholars have established these two techniques as most efficient in imparting language skills. This study, therefore, seeks to connect and explain the specific impact that task-based and situated learning can have on second language teaching and learning. The research explores the benefits that can be drawn from using these methods and validates the argument that these two methods are most efficient in language teaching.

Despite the focus on communicative abilities and getting students interacting, many teachers and course materials supposedly using the task-based approach still find it difficult to get away from a form-focused methodology. There is still a residual belief that language is ultimately the sum of its parts, and that if our students master the individual parts, they'd be able to effectively and fluently take part in an interaction. Many course books and course syllabi still follow a grammar syllabus, with the communicative tasks wrapped around the practice of a certain form or set of lexis.

So in an attempt to ensure a focus is on meaning, along comes task-based Learning, with added emphasis on the task that students are given, rather than the language needed to accomplish it. Unlike grammar gap-fills and vocabulary matching exercises, these tasks in question have a non-linguistic outcome and sometimes require the students to draw on their real world knowledge to complete. Tasks could range from sharing opinions about popular television programmes or engaging in a debate about gender equality to fact-finding missions about another culture to making a short film or designing a class newsletter.

Keywords: *language learning, situated language learning, task-based learning, technological self-efficacy.*

Задания, основанные на письменных текстах и аудиозаписях, предлагают студентам модель для естественного освоения языка. Адресный характер изучения английского языка или освоения грамматических структур позволяет студентам проверить и систематизировать свои знания в области английского языка. Методы, используемые в этой статье из педагогического массива данных, которые могут использоваться в других областях, предлагают знакомый и аутентичный контекст для преподавания грамматики и других элементов языка. Преподавание английского языка с помощью метода коммуникативных заданий требует разработки методик и стратегий обучения.

Эта статья проливает свет на различные стратегии обучения, необходимые для преподавания английского как второго языка, преподавания с учетом метода, основанного на заданиях – метода коммуникативных заданий. Преподавание или изучение иностранного языка — это не простой процесс; преподавателям языка часто бывает трудно прививать языковые навыки учащимся. В результате преподаватели иностранного языка разработали различные методы и модели обучения, чтобы более эффективно передавать эти навыки своим студентам. В этом отношении есть две методики, которые оказались весьма эффективными в преподавании и изучении языка; метод коммуникативных заданий и метод позиционного обучения. Хассан отмечает, что многие ученые установили, что эти две техники наиболее эффективны для передачи языковых навыков. Таким образом, это исследование стремится связать и объяснить конкретное влияние, которое основано на заданиях и позиционном обучении, может оказать положительное влияние на преподавание и изучение второго языка. В работе рассматриваются преимущества, которые можно извлечь из использования этих методов.

Особенностью данного метода является организация обучающего общения. В процессе общения учащиеся решают практические задачи, с которыми они могут встретиться в реальной жизни. Таким образом, иностранный язык выступает средством достижения поставленной цели. В рамках образовательной программы по английскому языку метод коммуникативных заданий наиболее целесообразно использовать на уроках закрепления и актуализации лексико-грамматического материала. Данный метод особенно продуктивен при организации группового обучения, где весь лексико-грамматический материал используется в ситуативных диалогах и полилогах. Также необходимо давать для обсуждения учащимися наиболее интересные для них темы.

Ключевые слова: ситуативный подход, изучение иностранного языка, метод коммуникативных заданий, обучение на основе задач, технологическая самоэффективность.

Завдання, засновані на письмових текстах і аудіозаписах, пропонують студентам модель для природного освоєння мови. Адресний характер вивчення англійської мови або освоєння граматичних структур дозволяє студентам перевірити і систематизувати свої знання в області англійської мови. Методи, які використовуються в цій статті з педагогічного масиву даних, які можуть використовуватися в інших областях, пропонують знайомий і автентичний контекст для викладання граматики та інших елементів мови. Викладання англійської мови за допомогою методу комунікативних завдань вимагає розробки методик і стратегій навчання.

Ця стаття проливає світло на різні стратегії навчання, необхідні для викладання англійської мови як другої мови, викладання з урахуванням методу, заснованого на завданнях — методу комунікативних завдань. Викладання або вивчення іноземної мови — це не простий процес; викладачам мови часто буває важко прищеплювати мовні навички учням. В результаті викладачі іноземної мови розробили різні методи і моделі навчання, щоб більш ефективно передавати ці навички своїм студентам. В цьому відношенні є дві методики, які виявилися досить ефективними в викладанні і вивченні мови; метод комунікативних завдань і метод позиційного навчання. Хассан зазначає, що багато вчених встановили, що ці дві техніки найбільш ефективні для передачі мовних навичок. Таким чином, це дослідження прагне пов'язати і пояснити конкретне вплив, яке засноване на завданнях і позиційному навчанні, може справити позитивний вплив на викладання і вивчення другої мови. В роботі розглядаються переваги, які можна отримати з використання цих методів.

Особливістю цього методу є організація навчання за допомогою спілкування. У процесі спілкування студенти вирішують практичні завдання-проблеми, з якими вони можуть зустрітись в реальному житті. Таким чином, іноземна мова виступає засобом для досягнення поставленої цілі. У рамках освітньої програми з англійської мови метод комунікативних задач є найбільш корисним для використання на уроках закріплення та активізації лексико-граматичного матеріалу. Даний метод особливо продуктивний при організації групового навчання, де весь лексико-граматичний матеріал використовується в ситуативних діалогах і полілогах.

Ключові слова: ситуативний підхід, вивчення іноземної мови, метод комунікативних завдань, навчання на основі завдань, технологічна самоефективності.

The relevance of the problem

Task-based language teaching (TBLT) represents an approach to language learning and teaching grounded in the expanding database of second language acquisition (SLA)

research. Having grown out of the communicative approach to language teaching (CLT), TBLT proposes task as the unit of analysis in SLA research and language pedagogy. While there are several proposals for understanding and implementing TBLT, these have in common an experiential 'learning by doing' philosophy, informed by analyses of real-world tasks, and the design, staging and implementation of related pedagogic tasks. Identifiable challenges exist in implementing TBLT, as shown by investigations in various contexts, but it is argued that the shared unit of analysis provides an improved potential for synergies among theory, research and contextualised practice in language learning and teaching.

The analysis of recent scientific research, the purpose of the work

Language learning is a specific skill for which the human brain is "hard-wired" from infancy. Abdallah and Mansour [1, 39 p.] explain that language learning first means knowing how to speak the target language, inferring the meaning and contextualizing the message of spoken utterances. This is why language teachers employ drills and exercises that aid the students to describe and comprehend practical activities in the target language. Abdallah and Mansour [1, p.42] further show that speakers who only possess basic vocabularies and syntax, and not idioms and expressions, often only make meaningless utterances.

Hassan [1, p.42] also feels that any language teaching techniques should primarily focus on delivering language functions and pragmatic insights to learners. This ensures that the learners learn to make effective use of the language, as opposed to making mere vocal utterances without deciphering the context of the target language. In this respect, language teachers employ varied techniques that ensure their students are well equipped with the aforementioned language skills.

Situated Language Learning, according to Abdallah [1, p.43] is another theory of language learning, one which always takes place in the same authentic context in which it is to be applied. It incorporates the social aspect of human activity interacting with the target language. Situated Learning simply refers to a language acquisition approach that is not structured, but involves normal interactions in the authentic communities and idioms of the target language.

According to Ahmed and Bidin [2, p.207] Dewey was concerned with how theoretical learning could be transformed to allow students to participate in the pragmatic activities they learned in class. Dewey felt that allowing learners to interact with the practical activities would give them new insights and ultimately make them more productive when they entered into the workforce or higher education markets. These concepts were later introduced into communication strategies in the 20th century which sought to establish how people from different backgrounds could embrace experiential learning to understand each other. Communication strategies were used for language learners visiting the community of the target language, to be assimilated and eventually master the language, as opposed to learning it in book didactically.

The experiential, pragmatic approach was later referred to as communicative language teaching (CLT) in the 1970s, and used by second and foreign language researchers and teachers. This progressive ideology triggered the development of task-based language teaching (TBLT) as a method of instilling target language skills, eventually replacing the CLT. Ahmed and Bidin [1, p. 39] claim that task-based learning was popularized in the 1980s by Prabhu when he used it in a

Communication Language Teaching project in India. Prabhu [5, p.43] was perturbed by the lack of impact in the traditional approaches used in teaching foreign language, and decided to embrace real-life activities and experiences in language learning.

Different types of TBLT tasks Ellis defined a task as any activity that requires learners to embrace the target language, focusing on the meaning in order to attain a certain goal or perform a certain action [3, p. 28]. Learners engage in a set of lesson plans that are interactive, to aid them in comprehending and manipulating the target language. Ellis also notes that tasks embrace a cognitive process that involves selecting, reasoning, classifying, sequencing information, and transforming that information from one form to the other.

Shih and Yang feel that the same interactive goals can be achieved through online platforms, where people engage in social interactions that are not aimed at achieving anything academic. Online interaction platform such as social media sites are pervasively and widely used where people from very different geographical locations can interact. Online learning creates a situation which learners may use to achieve their language learning needs privately or socially [7, p.56].

The object of research. The object of this study is to explore, elaborate and analyze the effectiveness of the task-based learning approach in academic settings.

The subject of research. The subject of this research is task-based approach in the study of a foreign language.

The task-based approach in the study of a foreign language.

Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Assessment is primarily based on

task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms.

In task-based language teaching, the central role is taken by the student, where he is given a fair share of freedom and responsibility in negotiating course content, choosing linguistic forms from his own linguistic repertoire while performing the task, discussing various options for task performance and evaluating task outcomes.

Components of the task-based teaching Framework

The TBT framework consists of three main phrases, provides 3 basic conditions for language learning

1. Pre-task (including topic and task) prepares learners to perform tasks in ways that promote acquisition.

2. Task cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task.

There are three components of a task cycle:

- Task: Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.

- Planning: Learners plan their reports effectively and maximize their learning opportunities.

- Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings.

3. Post-task stage: provides an opportunity for students to reflect on their task and encourages attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

Before implementing this approach, teachers should be acquainted with the types of task to be presented to the

students. Willis has categorised them into six types of tasks which are:

- LISTENING: brainstorming, fact-finding
- ORDERING AND SORTING: sequencing, ranking, categorizing, classifying
- COMPARING: matching, finding similarities and differences
- PROBLEM SOLVING: analyzing real or hypothetical situations
- SHARING PERSONAL EXPERIENCES: narrating, describing, exploring and explaining opinions, reactions
- CREATIVE TASKS: brainstorming, fact-finding, ordering and sorting, comparing problem solving etc.

Task-based teaching that combines the best insights from communicative language teaching, offers a change from the traditional method which learners may have failed to learn to communicate. It creates a real purpose for language use and provides a natural context for language study. Tasks are a central component of task-based language teaching in language classrooms because they provide a context that activates learning processes and promotes second language acquisition. As a result, in a task-based approach, the cognitive demands placed on the learner will be one of the factors determining task complexity.

In summary, the application of task-based methodologies allows the students to do their communicative tasks using the language elements learned in previous classes or in other sources of information. The use of the means of teaching with oral recordings or written texts guarantees him to broaden his communicative experiences and get in touch with authentic idiomatic structures; on the other hand, to exchange with other students who have already done those

tasks or deal with those same subjects, directs their attention to specific aspects of naturally occurring forms of situated language and encourages feedback; and thus raise the quality of English language learning.

The tasks are also a natural way of incorporating reality and consolidate the communicative orientation in English language teaching. Communicative tasks (as opposed to exercises that focus specifically on the decontextualized practice of formal aspects) are intended to actively involve students in meaningful communication, are relevant (here and now, in the academic context of learning), pose a difficulty, but they are, in turn, feasible (manipulating the task when necessary) and have identifiable results. Communicative tasks require students to understand, negotiate and express meanings in order to achieve a communicative goal, as a result of task-based learning.

Conclusion

Task-based language teaching represents an important approach in teaching English for communication. Since language use is facilitative of reaching all kinds of goals in the real world, task-based language teaching naturally evokes a wide diversity of cognitive operations that learners need to perform in order to function in real life. TBLT provides opportunities to learners to use the target language in the classroom in order to develop their confidence and fluency in using English. Tasks help foster processes of negotiation, modification, rephrasing and experimentation that are at the heart of second language learning. Engaging learners in task-based activities provides a better context for the activation of learning processes and hence ultimately provides better opportunities for language learning.

Learners spent a lot of time communicating during the task. Tasks also improved learners' motivation and therefore promoted learning. The relationship between communicative ability and a person's personality depends on each other. It is evident that with sufficient motivation, exposure and opportunity to use the language, the students could exhibit improvement in their language proficiency. Task-based language teaching is an effective methodology for incorporating the three learning conditions, exposure, use and motivation inside the classroom. Teachers can use it as a pedagogical tool to develop learners' proficiency in English so that they are equipped with the essential skill to succeed, both academically, professionally and personally.

Recommendations for further research

Based on the findings and limitations of the study, several suggestions for further research can be made. Studying task-based training in speaking again with a large number of participants at different levels of proficiency over a longer period of time, emphasizing qualitative research, and investigating other teachers' interest in task-based approaches could be interesting areas of research. As well, implementing mixes of approaches appropriate to student needs and styles and teacher preferences might be a more realistic approach to introducing new pedagogical ideas.

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