THE IMPORTANCE OF TBL METHOD FOR IMPROVING PRODUCTIVE SKILLS IN SCHOOL PUPILS

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Annotation: In today's developing society, the majority of students are being interested in entering the university or taking IELTS certificate day by day because this is being common way to take high score from English part in exam and go to the foreign countries like Korea, USA or Canada to study. Not only students but also school pupils are trying to improve their general English like productive and receptive skills. This article provides data on how to develop writing and speaking skills for school pupils by implementing TBL method.

Keywords: TBL, productive skills, receptive skills, IELTS certificate, general English, school pupils, exercises, discussion, theory, problems, explanations, scientists, result, conclusion.

Nowadays, we can see that English language is becoming popular day by day among the others. So, a number of people are endeavoring to learn this language as much as they can. Even, comparing to the history, youngsters are becoming eager to learn English. However, some of the learners may be struggling with learning this language due to language barrier. Of course, in order to cope with this kind of problem, we have different methods. So, in the following, we will explain one of the most important methods that we can use to develop our receptive skills. What is TBL itself?

WHAT IS TASK BASED LEARNING METHOD?

Task based learning is a different way to teach languages. It can help students by placing them in real-life situations, where oral communication is essential for doing a specific task. Task based learning has the advantage of getting students to use their skills at their current level, developing language through its use. It has the advantage of placing the focus of students toward achieving a goal where language becomes a tool, making the use of language a necessity. Why go for TBL as a technique of teaching languages? This is a question that language teachers must ask themselves because if they do not know the approach they are using or if they do not consider the various learner types when it comes to teaching methods, levels, resources, and last but not least, each learner's unique learning processes, we could as well stop teaching! As a result, we should have a specific goal in mind when we decide to use TBL. The instructor acknowledges that "teaching does not and cannot determine the way the learner's language is acquired" by selecting TBL as their method of language instruction. Will grow" and that "instructors and students are unable to pick what should be discovered. The target language's components don't just fall into place in a dependable sequence" (Peter Skehan 19). This implies that in our role as educators, we must let go of the authority over the process of learning—as if there ever was one! Recognizing that we cannot regulate the knowledge that each student has teachings, and as Peter Skehan states that "Knowledge has no bearing on"

ADVANTAGES OF THE TBL METHOD

When it comes to the benefits of this method, we can analyze completely in the following.

- Task based learning is useful for moving the focus of the learning process from the teacher to the student.

- It gives the student a different way of understanding language as a tool instead of as a specific goal.
- It can take teaching from abstract knowledge to real world application.
- A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes that are interesting and that can address student needs.

In this method we can see three stages: 1.Pre- activity; 2. While- activity and 3. Post- activity. Allow us to briefly outline the many stages: During the pre-task phase, vocabulary linked to the topic is activated as the class is introduced to both the task and the topic.

The work cycle gives students the opportunity to utilize whatever language they are already familiar with, to complete the assignment and thereafter enhance the language under the guidance of the teacher direction, as they organize their assignment reports. During the task phase, the pupils finish the assignment in pairs, and the instructor hears the conversations. The instructor then assists to revise the written or spoken assignments that have been completed. One duo carries out their conversation in front of the class, and after finishing the assignment, thus the pupils will hear the teachers who are native speakers repeating the same conversation. The framework's final phase, language focus, enables a more in-depth examination of a few particular aspects that arise in the language employed throughout the task cycle. The instructional strategies needed for task-based learning are not all that dissimilar from those of teaching regular languages. The ordering and weighting are where the differences occur as well as the reality that there is more student involvement and less straightforward and superior than instruction.

Teacher's roles

In TBL lessons, the teacher is generally a 'facilitator', always keeping the key conditions or learning in mind. Facilitating learning involves balancing the amount of exposure and use of language, and ensuring they are both of suitable quality. In a TBL class, the emphasis is given on what learners are doing, often in groups or pairs. The teacher is involved in setting tasks up, ensuring that learners understand and get on with them and drawing them to a close. Although learners do tasks independently, the teacher still has overall control and the power to stop everything if necessary. The part the teacher plays during each component of the task framework also varies according to its aim. At the end of the framework, where the focus turns to language form, the teacher acts as 'language guide'In a broader sense, the teacher is also the course guide, explaining to learners the overall objectives of the course and how the components of the task framework can achieve these. A summing up of what they have achieved during a lesson, or after a series of lessons, can help learners' motivation.

Learners' roles

A number of specific roles for learners are assumed in current proposals for TBI. The main role of the learners in a task-based classroom is group participant. Many tasks will be done in pairs or small groups. For some students that are accustomed to whole-class or individual work, this may require some time and adaptation. In TBL classes the learners also monitor the things that are going on in class. Tasks are not employed for their own sake but as a means of facilitating learning. Class activities should be suitable for students to notice how language is used in communication. Learners need to attend not only to the message but also to the form. Learners in TBL classes should also be a risk-taker and innovator. Practice in restating, paraphrasing, using paralinguistic signals, and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also be need to be developed.

IS TBL PROPER FOR INTERMEDIATE LEVEL?

We can easily use the TBL method for working with texts at an intermediate level. All we have to do is to be creative and to simply think of a way to turn text reading into a task for the students.

The most important thing in the pre-task is to focus on the preparation for the main task and to prepare the students for learning new vocabulary, new phrases, new contexts and areas of investigation. The pre-task should always make students feel ready and comfortable before working with the main task and, when working with texts, it is always important to include the main theme of the text and new vocabulary from the text in the phase of the pre-task.

CONCLUSION

To conclude, we can say that, TBL offers a structured approach to learning, and supports the notion that learning occurs most effectively when related to the real-life tasks undertaken by an individual. TBL encourages the development of the reflective learner, and accommodates a wide range of learning styles. TBL offers an attractive combination of pragmatism and idealism: pragmatism in the sense that learning with an explicit sense of purpose is an important source of student motivation and satisfaction; idealism in that it is consistent with current theories of education. Task-based language teaching challenges mainstream views about language teaching in that it is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit.

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WORDLY KNOWLEDGE