

## **Task-based Learning: An In-Class ELT Experiment**

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Historical ELT(English Language Teaching) perspective reveals the fact that the history of English Language Teaching is actually the history of wide variety of methods experimented, exploited and advocated by an equally wide array of ELT experts at various points of time in the past. During his teaching in a language class this semester, this researcher was also cognizant of all such methods already in practice: Direct Method of Charles Berlitz (1890), Audio-lingual Method (1940), Cognitive Code Learning Method (1960), Designer Method (1985), Communicative Language Teaching Method (1985), The Silent Way(1993), Suggestopedia (1994), Learner-Centered Approach Method(1995), Total Physical Response Method (Late 90's) yet the method this researcher used as an experiment for his ELT purpose was fairly newer than all the other methods mentioned above, this way the latest so far. This method is known as Task-based Learning.

Task-based Learning(1996) 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 or a group of students together. Task-based Learning (TBL) encourages the development of the reflective learner(s), and accommodates a wide range of learning styles in mixed-ability classes; as it did in this case when this researcher carried out his lesson based on the same method.

Learner-centered methods, such as Task-based Learning, draw on the learners' knowledge, and consequently materials are selected on the basis of both their needs and interests. Learning in TBL can be seen as a collaborative enterprise, in which there is a great deal of negotiation among the learners, and the learners and the teacher.

Another way in which TBL is more relevant to learners is that the aim of TBL is to integrate all four skills and move from fluency to accuracy plus fluency. The operation of Task-based Learning is divided into three phases:

### 1.The pre-task phase

Before the task, the teacher explores the topic with the class. Useful (relevant) lexical items may be given. Also, the learners may be given further input, such as part of authentic text as a lead-in.

### 2.The Task Cycle

The task cycle can be broken down into three stages:

Task, in which the learners do the task.

Planning, when the learners prepare to report to the whole class (usually orally or in writing) who they did the task

Report, when the reports are presented to the class and results compared

### 3.The Post-task Perspective

The teacher, after having had the lesson done in the class by students in his/her supervision evaluates various aspects of the lessons with a view to investigate whether the lesson experiment turned out to be successful or

unsuccessful. He/ She also focuses on both positives as well as negative aspects of the lesson and plans ahead accordingly.

This researcher presents in this paper a highly positive feedback report alongwith lesson proceeding examined against current ELT research findings for future development of ELT practitioners.

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