

**Language Teaching Methods  
(ENG513)  
Mc [REDACTED]  
Fall 2019  
Assignment No. 2**

**Q1. Which method(s) put emphasis on tasks as the core unit of planning and instruction in language teaching? How do purposeful activities and tasks play an important role in real-life language use outside the classroom? Discuss. (2+8= 10 Marks)**

<b>Q 1</b>	<b>6/10 – Good attempt!</b>
<b>Q 2</b>	<b>5/10 – Good attempt! You failed to describe why you chose the strategies to teach those students.</b>
<b>Total</b>	<b>11/20 - Please try to overcome your mistakes to earn more marks.  Good Luck for the final term!</b>

**Solution:**

**Which method(s) put emphasis on tasks as the core unit of planning and instruction in language teaching?**

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Task-Based Language Teaching proposes the notion of "task" as a central unit of planning and teaching. Although definitions of task vary in TBLT, there is a common-sensical understanding that a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

**How do purposeful activities and tasks play an important role in real-life language use outside the classroom? Discuss**

Activities play an important role in real life. Such methods put emphasis on such activities which are beneficial to use outside the classroom. Such activities also encourage students to use language outside the classroom correctly. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use, so task-based instruction takes a fairly strong view of communicative language teaching. Some of the important activities are mentioned below that how they are beneficial in real life.

A TBLT syllabus, therefore, specifies the tasks that should be carried out by learners

within a program. Nunan (1989) suggests that a syllabus might specify two types of tasks: **Real-world Tasks** are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world: **Pedagogical Tasks** have a psycho linguistic basis in SLA theory and research but do not necessarily reflect real-world tasks

### **Some real world tasks: language learning for real life use.**

#### **Reading a newspaper**

Students use newspaper activities in the classroom and this activity is also purely real life activity instead of learning of rules explicitly. Students examine a newspaper, determine its sections, and suggest three new sections that might go in the newspaper. Students also prepare a job-wanted ad using examples from the classified section. Students prepare their weekend entertainment plan using the entertainment section.

#### **Fun trip:**

When students organize a fun trip they learn a lot. They learn that how to reserve rooms at hotel or how to book a van. Secondly they come across many road signs and bill boards which they use in real life. This fun trip in task based language learning is organized totally in target language to learn the target language and this task is purely an outside the class.

#### **Use of internet: chat rooms:**

As the current era is of technology, our classrooms are also equipped with technology and various activities are planned on Pc and tabs. All such activities are equally beneficial for real life use like Seeking to find an inexpensive hotel in Tokyo, students search with three different search engines (e.g., Yahoo, Netscape, Snap), comparing search times and analyzing the first ten hits to determine most useful search engine for their purpose. Students initiate a "chat" in a chat room, indicating a current interest in their life and developing an answer to the first three people to respond. They then start a diary with these text-sets, ranking the responses.

#### **Farewell parties.**

Farewell parties inside the classroom or outside the class arranged in target language are also equally beneficial for real life use. When they communicate with one another and pass good remarks on the friend's diaries is a real world activity task.

#### **Source of motivation:**

Task based language learning is the activity which is the good source for motivation and confidence for use of language in real life because when students come across many tasks which are purely based on real world task and students automatically get confidence and they use in a perfect way with a bit of motivation.

#### **Problem-solving tasks:**

This task is also a sketch from real world activity. In this task students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

### **Opinion exchange tasks:**

Learners engage in discussion and exchange of ideas. They do not need to reach agreement. By doing this activity basically students consider themselves out from class in a public gathering without sense of class and they learn that how to pass opinions at a public place in a gathering.

**Q2. It is understood that students with a visual impairment rely heavily upon the distant sense of hearing which provides the means for understanding the environment around them. Your class comprises students from grade 1 and 2, and you have been assigned the task of teaching ‘listening’ to them. What are the FIVE strategies you think are appropriate to use to teach your students? Give reasons to support your answer.**

Visual impairment cause lot of hindrance in the field of teaching and learning so while teaching to visual impairments students a teacher should be extremely careful and observe extra attention aid them properly. Some of the strategies are mentioned to address the above said issue in a better way.

**Explain Thoroughly what is being taught:** When a teacher is teaching a visually impaired or blind student, it is important to clearly explain all visual materials. For example, if he is showing a picture to illustrate a point, he should describe the image. He could say something like “I have put a picture of Queen Elizabeth I on the board to illustrate the way she was depicted. She is wearing a large gown with a lot of detailed embroidery. This demonstrates her wealth and power.” He should also get in the habit of dictating what he is writing on the chalkboard or whiteboard. These way students who are unable to see the board can still follow along with the material and take notes.

**Teach in oral mode with use of visual cues:** Do not provide your students with a handout that contains assignment instructions. Visually impaired or blind students in your class may have difficulty seeing the words and learning what is expected. Instead, you should always give oral instructions for every assignment and activity. Many classrooms rely on visual cues in order to ask questions or get the teacher’s attention. It is very traditional for students to raise their hand if they want to speak during a lesson. Visually impaired or blind students may not notice when their peers raise their hands. Instead, you should replace visual cues with audio cues.

For example, you could have students clap twice if they want to ask a question.

**Give visually impaired or blind students additional time to complete work.** In some instances visually impaired or blind students may need extra time to complete their assignments and tests. This is typically because reading braille or using some form of technological aide can take additional time. Although you want to give an appropriate amount of time for visually impaired or blind students to complete their work, you do not want them use their vision as an excuse to hand in work late. Set deadlines and make sure they stick to them.

**Seat visually impaired students close to the front and call all students by name.** In order to give visually impaired or blind students an equal opportunity to succeed in the classroom, seat them near the front of the room close to the board. While teaching you should stand near the visually impaired child? This will allow them to hear you better. Students who are visually impaired or blind may not always know who is talking. As a result you should always address students by their name when you call on them to answer or ask questions. This way the student who is visually impaired can learn to identify their peers based on the sound of their voice.

**Maintain a consistent classroom arrangement.** Once you have created the classroom layout at the beginning of the school year, leave the furniture in the same place. Visually impaired and blind students will learn the layout and be able to navigate their way around the classroom without bumping into any objects. If you rearrange the furniture and seating assignments this can cause confusion for these students and will add unnecessary stress to their learning environment.