

medical students acquire the linguistic skills necessary for success in the global medical community.

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Znamenska Ivanna. Важливість технічної візуальної презентації у навчанні англійської медичної термінології

У статті досліджено ефективність технічних візуальних презентацій як засобу навчання студентів-медиків англійської мови за фаховим спрямуванням. Використання наочних матеріалів, інтерактивних вправ та контекстуальних методів навчання у технічних презентаціях сприяє розвитку навичок оволодіння медичною термінологією та професійних навичок студентів.

Ключові слова: *технічні візуальні презентації, навчальний процес, інтерактивні вправи, медична термінологія.*

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SPECIFICITY OF TASK-BASED LEARNING IN TEACHING ENGLISH AS L₂

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The proposed article outlines the role and weight of innovative task-based method in the complex of modern English language teaching methods. The main directions of the development of this method in secondary education institutions of Ukraine have been clarified, its shortcomings have been revealed, and the prospects have been characterized.

Key words: *English language teaching method, task-based learning, motivation, authentic lingual material, foreign language acquisition, recipient, context.*

Task-Based Learning (TBL) is an innovative approach initially embraced by educators in the realm of second or foreign-language teaching, focusing on the practical application of language through real-life tasks [1]. At its core, TBL revolves around several fundamental principles designed to enhance the learning experience. These include the emphasis on meaning over form, the use of authentic language, and the encouragement of learner autonomy [2]. Unlike traditional methods that often prioritize rote memorization and repetitive practice, TBL aims to engage students in meaningful communication, thereby fostering a more natural and effective language acquisition process [3].

The transition from traditional teaching methodologies to Task-Based Learning (TBL) in ESL/EFL contexts represents a significant pedagogical shift [4]. This movement away from the conventional Present, Practice, Produce (PPP) model towards TBL has been motivated by a growing recognition of the latter's advantages in facilitating more engaging and effective language learning experiences [2]. Traditional methods, often characterized by a focus on grammar and translation, have been criticized for their limited ability to prepare students for real-world language use. In contrast, TBL emphasizes practical language use through tasks that mimic authentic situations, thereby providing learners with the skills and confidence needed to communicate effectively outside the classroom [5].

The incorporation of authentic tasks within the framework of Task-Based Learning is crucial for facilitating meaningful language acquisition [6]. Authentic tasks are activities designed to reflect real-life scenarios that learners might encounter outside of the classroom, requiring them to apply the target language in practical, contextually relevant ways [7]. This emphasis on authenticity ensures that learners are not merely learning the language in abstraction but are actively engaging with it in ways that mirror genuine communication. The benefits of such an approach include enhanced motivation, greater linguistic competence, and improved readiness to use the language in everyday situations. By emphasizing real-world applicability, TBL not only aids in the acquisition of the target language but also equips learners with the confidence to navigate through diverse linguistic and cultural landscapes [8].

Designing effective tasks for the ESL/EFL classroom tends to be quite a challenging task. When selecting and designing tasks for ESL/EFL classrooms, it is crucial to adhere to specific criteria that promote effective language



learning. One of the foundational principles is ensuring that the tasks align closely with the learners' needs and interests, which requires a thorough understanding of their backgrounds and learning objectives [9]. Additionally, tasks should follow a structured task cycle, beginning with pre-task activities that prepare students for the task, followed by the task phase where students use the language in a meaningful way, and concluding with a post-task phase that allows for reflection and feedback [10]. This structured approach ensures that tasks are not only well-designed but also implemented effectively to facilitate learning. Furthermore, the tasks should encourage communication and interaction among learners, reflecting the communicative approach's emphasis on using language as a tool for real-life communication [1]. By adhering to these criteria, educators can design tasks that are both engaging and educational, fostering an environment where language learning thrives.

Incorporating real-world relevance into ESL/EFL tasks significantly enhances learner engagement and motivation. This approach aligns with Task-Based Learning (TBL), which emphasizes the importance of making tasks meaningful and relevant to students' lives outside the classroom [11]. By integrating real-life scenarios and challenges into the tasks, educators can create a more immersive learning experience that resonates with the learners. For instance, designing tasks that simulate real-world situations, such as planning a trip, ordering food in a restaurant, or engaging in a job interview, can help students see the practical application of their language skills [12]. This real-world relevance not only boosts learner engagement but also aids in the development of communicative competence, as students are more likely to encounter and use the language in similar contexts outside the classroom. Therefore, incorporating elements of real-world relevance into task design is a key strategy for enhancing the effectiveness of TBL in the ESL/EFL classroom.

Balancing task difficulty with learners' proficiency levels is essential for maintaining motivation and ensuring progressive learning in the ESL/EFL classroom. If tasks are too challenging, students may become frustrated and lose interest, while tasks that are too easy may lead to boredom and hinder learning [13]. To achieve this balance, educators must carefully consider the language skills required to complete the task and match them to the learners' current proficiency levels. This involves adjusting the complexity of the task's language demands, such as the vocabulary and grammatical structures used, as well as the cognitive load of the task itself [14]. For beginners tasks might focus on basic language functions and simple interactions, gradually increasing in complexity as learners' proficiency improves. This approach ensures that tasks remain challenging yet achievable, promoting a sense of accomplishment and encouraging continued language development [15]. By thoughtfully balancing task difficulty with learner proficiency, educators can support effective language learning and foster a positive, engaging classroom environment.



Implementing task-based learning (TBL) in the English language curriculum requires a strategic approach to lesson planning and curriculum design. To successfully integrate TBL, educators should begin by developing lesson plans that are engaging and revolve around real-world tasks [6]. This involves identifying meaningful tasks that are relevant to the students' lives and interests, thereby fostering a more immersive learning experience. For instance, tasks could range from planning a vacation, conducting an interview, to writing a restaurant review, all of which require the use of the target language in authentic contexts [8]. By focusing on tasks that stimulate genuine communication, teachers can encourage students to apply the language they have learned in practical, real-life situations, promoting deeper language acquisition and retention [7]. The key strategies for integrating tasks into the curriculum include f) Designing lessons that are centered around real-world tasks that are both relevant and engaging to students; b) Ensuring tasks are varied and cover a broad spectrum of language skills and situations; c) Incorporating tasks that encourage students to use the target language in authentic contexts, facilitating more effective learning.

Facilitating and monitoring task-based activities in the classroom involves a dynamic and responsive approach to teaching. One effective technique is to create a supportive environment where students feel comfortable experimenting with the language, making mistakes, and learning from them [6]. This can be achieved by providing clear instructions, offering examples, and being available to assist and guide students as they work through the tasks. Additionally, it's crucial to monitor students' progress and interaction during these activities to ensure they are on track and effectively using the target language. Teachers can roam the classroom, listen to student conversations, and provide on-the-spot feedback or intervention as necessary [12]. Effective facilitation and monitoring techniques integrates Creating a supportive and encouraging classroom environment; Providing clear instructions and examples before students begin the tasks; Actively monitoring student engagement and interaction during activities to offer timely assistance and feedback.

Assessing learner performance and providing feedback within a TBL framework requires a holistic and continuous approach. The assessment should focus not only on the final outcome of the task but also on the process, including how students use the language and collaborate with peers [16]. This can involve both formative and summative assessments, where teachers provide immediate, constructive feedback during tasks and more formal evaluations at the completion of tasks [17]. Feedback should be specific, highlighting areas of strength and offering suggestions for improvement. This ensures that assessments contribute positively to the learning process, encouraging students to reflect on their performance and identify areas for further development [17]. The key components of effective TBL assessment and feedback include 1) Employing both formative and summative assessments to capture a comprehensive view of student performance;



2) Providing immediate, constructive feedback during and after task completion; 3) Focusing on both the process and the outcome, to encourage ongoing language development and improvement.

Task-based learning (TBL) has emerged as a transformative approach in the realm of teaching English as a foreign language, offering a multitude of benefits that cater to the dynamic needs of language development. At its core, TBL focuses on engaging students in authentic tasks that reflect real-world language use, significantly enhancing their ability to communicate effectively in a second language [15]. This method diverges from traditional language teaching by prioritizing skill-based learning, which not only actively involves students in the learning process but also notably increases their motivation and engagement [8]. The essence of TBL lies in its innovative methodology, which emphasizes learning and assessment through tasks that are both meaningful and practical, thereby fostering a deeper understanding and proficiency in the English language [17]. Among the key advantages of task-based learning are those: a) Encouragement of free and explorative language use by allowing students to apply the language they know in varied contexts [7]; b) Improvement of speaking proficiency through targeted tasks designed to mimic real-life communication scenarios [18]; c) Enhancement of student motivation and engagement by involving them in skill-based learning activities [8]. These benefits collectively underscore the effectiveness of TBL in promoting language development, making it a pivotal approach in English Language Teaching (ELT).

Despite its numerous advantages, the implementation of task-based learning (TBL) in teaching English as a foreign language (EFL) is not without challenges. One of the primary hurdles is the potential resistance from teachers who are accustomed to traditional, lecture-based methods of instruction [19]. Such resistance can stem from a lack of familiarity with TBL methodologies or concerns about the practicality of integrating task-based activities into existing curricula. Additionally, the successful application of TBL requires a significant amount of planning and resources to design tasks that are both engaging and effective in enhancing language proficiency [7]. To overcome these challenges, it is essential to provide teachers with comprehensive training and support in TBL methodologies, ensuring they are well-equipped to implement this innovative approach effectively. Furthermore, the adaptation of TBL activities to suit the specific needs and proficiency levels of students can facilitate a smoother transition to task-based instruction. Solutions to these common challenges include 1) Professional development opportunities for teachers to enhance their understanding and skills in TBL [14]; 2) The creation of adaptable and scalable task-based activities that can be integrated into various teaching contexts [20]; 3) Increased collaboration among educators to share best practices and resources for TBL implementation [21]. Addressing these challenges head-on is crucial for maximizing the potential of TBL in EFL



classrooms and ensuring its successful integration into language teaching practices.

Looking towards the future, the potential for task-based learning (TBL) in diverse educational settings is vast and promising. With the ongoing evolution of teaching methodologies and the increasing emphasis on communicative competence, TBL stands out as a pedagogical resource capable of adapting to various learning environments and student needs [13]. Its flexibility and focus on practical language use make it particularly suitable for contexts where fluency and real-world communication skills are prioritized. Furthermore, the global nature of English language teaching demands approaches that are culturally responsive and capable of catering to the diverse backgrounds of learners. TBL's adaptability to different languages and educational contexts, as evidenced by successful implementations across countries and languages, including Arabic, Chinese, and eleven other languages, highlights its universal applicability and effectiveness [20]. As we move forward, the continued development and research into TBL practices in various educational settings will be instrumental in uncovering its full potential and further refining its methodologies for even greater impact [22]. Future directions for TBL include expanding empirical research to explore the effectiveness of TBL in different linguistic and cultural contexts; developing innovative task-based activities that leverage technology and digital resources to enhance language learning; fostering global collaboration among educators to share insights and strategies for implementing TBL across diverse educational landscapes. These efforts will not only solidify the role of TBL in English language teaching but also pave the way for its broader adoption and adaptation in fostering linguistic proficiency worldwide.

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Zuyenko Maryna, Tyminska Iryna. Специфіка методу TBL у навчанні англійської як іноземної мови

У пропонованій статті окреслено роль і вагу інноваційної методики на основі завдань у комплексі сучасних методик навчання англійської мови. Уточнено основні напрями розвитку цієї методики в закладах загальної середньої освіти України, розкрито її недоліки, схарактеризовано перспективи.

Ключові слова: методика навчання англійської мови, навчання на основі завдань, мотивація, автентичний мовний матеріал, засвоєння іноземної мови, реципієнт, контекст.

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