

Performance of tasks to improve english



**ASSIGN
BUSTER**

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In the given chapter (Journeys, pg 38), a process-oriented approach to syllabus is utilized. This approach makes use of the process of teaching to yield the desired outcomes. Different types of process-oriented syllabi utilize content-based, skill-based or task-based approaches to achieve the desired outcomes of pedagogical activities. In the chapter chosen for this work, the approach is based on tasks, which is designed to according to the needs of the learners (Falla et al, 2011). These meaningful tasks present complex challenges to the learners and during the process of performing tasks allow the learners an opportunity to learn what is important for them while learning the desired language.

Taking a closer look at the design of the chapter reveals that although the prime objective of the chapter appears to be the solution of tasks that are embedded within the chapter; the reality is different. The chapter in fact works to improve the competence of English language by adopting an approach that utilizes the process of performance of tasks to achieve its objectives. The activities of the chapter are designed to expose the learners to certain linguistic requirements that are mandatory for the completion of the chapter. The students attempt to fulfill the linguistic requirements while attempting to solve the questions; so the questions indirectly work to stimulate the language learning capabilities of students. As the chapter progresses, the complexity of process also increases. Thus, a growing learning curve is achieved throughout the course of the chapter.

An additional aspect is the manner in which this process is designed. The learners are required to go through the process in a collective manner ensuring maximum collaboration during the learning process. Since language

is a medium through which thoughts are conveyed from one person to the other, this approach is essential to make the process designed in this chapter more realistic and practical. Hence, by performing the activities that are mentioned in this chapter, the learners cooperate with each other to enhance each other's learning in a cooperative environment.

This syllabus is used because the target audience has some basic understanding of the language that is being learnt. In this type of setting, task performance appears to be the aim, but in reality learning of language is achieved, which in this case is subservient to the concept of performing tasks. Hence, instead of taking on an approach that provides instructions regarding learning the basics of language, the chapter utilizes a more practical method that not only uses previously learned things like grammar and vocabulary, but also provides a means of practicing them in scenarios that are provided to learn new concepts. When this type of syllabus is practiced in a class and learners are required to interact mutually, it encourages learning in collaborative fashion. Students learn to co-operate in a fashion that not only fulfills their own learning needs but also serves the learning needs of their counterparts. Additionally, language learning in this scenario is also achieved when the teacher detects that a particular area of language needs special focus, which is revealed when the learners demonstrate that they are lacking in that area, while performing their tasks. As an example, when students are performing Exercise 3, they have to listen to the CD while reading the text again. They have to use their previously learned language skills to answer the questions of the current task and then they are asked for justification. In this way they have to express themselves in front of others who can then provide their input, thereby enabling a

mutually cooperating learning environment, that uses tasks to enhance language learning.

References

Falla, T., Davies, P. A., Kelly, P., & Lannuzzi, S. (2011). Journey. In Aim High (pp. 38-45). London: Oxford University Press.