

Task-Based Teaching Program an Experience

Dr Shaheen Perveen

Principal

PMET College of Education, Pune.

Paper Received on: 22/08/2014

Paper Reviewed on: 22/08/2014

Paper Accepted on: 27 /08/2014

Introduction

The system of education could be made more innovative and futuristic in order to respond to the changing needs of the society. In India institutions of teacher education is far behind their counterparts in developed countries. Universities in such nations are primary research universities. Students learn best by researching.

The use of tasks as a unit in curriculum planning has a much older history in education. It first appeared in the vocational training practices of the 1950s. Task focuses were first derived from training design concern of the military regards new military technology and occupational specialties of the period.

A task is “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate the process.”

The Task-Based Teaching Program (TBTP)

Key area of concern in TBTP

Task –based teaching has several key areas of concern.

- Analysis of real world task –use situations.
- The translation of these into teaching description.
- The detailed design of instructional tasks.
- The sequencing of instructional tasks in classroom teaching.

The key assumption of TBTP

The key assumptions of task-based teaching strategy are summarized by Feez,S (1998) as;

- The focus is process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Activities and tasks of a task based syllabus are sequenced according to difficulty.
- The difficulty of a task depend on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Sequence of activities in TBTP

1. Introduction to topic, task and role of the beneficiaries.
2. Post-task listening.
3. The task cycle; the task, planning and reporting.
4. Analysis of responses.
5. Task; Analysis and practice.

Different role in TBTP

1. Role of the beneficiaries

- o Group participant
- o Monitor
- o Risk taker and innovator.

2. Teacher role in TBTP

- Selector and Sequencer of tasks
- Preparing beneficiaries for the task
- Consciousness - Rising.

3. The role of instructional materials

- o Pedagogic materials
- o Regalia (Newspaper, Television, Internet)

Objectives

- To discuss secularism and democracy as a part of teaching content.
- To develop tasks in the core subject teacher in Emerging Indian Society of B.Ed degree programme.
- To study the effect of the tasks on the achievement in the said subject.
- To study the level of interest of the students.

Sample

100 B.Ed trainee students of B.Ed Degree College affiliated of B.A.M.U University, Aurangabad.

Programme Facilitator

A B.Ed College teachers teaching at B.Ed Degree regular programme, having an experience of 15 years.

Tools

With the help of the following tools and structured strategy the facilitator tried to achieve the above cited objectives

- Different reference books and magazines.
- Different tasks structured by the facilitator.
- Different Website.
- Slideshow(PPT)
- Reflective notes.

Statistical Techniques

The classified and tabulated data were subjected to statistical analysis with the help of percentage.

Teaching Learning Material

Paper cutting , posters, magazines, journals, Advertisement, etc.

Time frame

10 stray hours (one hour a day, 10 stray days)

Course content

Secularism: Meaning, concept, factors.

Democracy: Meaning, concept, Importance.

Guiding Questions

- What is the perception of the B.Ed students with reference to secularism?
- What is the perception of the B.Ed students with reference to democracy?
- What is the place of secularism and democracy for the students of Science at B.Ed programme?
- What is the place of secularism and democracy for the students of Art at B.Ed programme?
- What is the place of secularism and democracy for the students of Commerce at B.Ed programme?

Discussion

The information collected through reflective notes, questionnaire and informal discussion was as follows:

- The TBTP to teach secularism and democracy was found effective for the students of Science and Commerce.
- The TBTP could create more interest in teaching content secularism and democracy though the content was based on philosophical aspects.
- Many students agreed that TBTP kind of teaching strategy can help them to develop professional abilities and life skills to.
- All the students enjoyed working in group.

- Many students learned to look at the content from realistic point of view.
- All the students agreed that it was a tension free learning experience.
- This programme helped the learners to look at the bookish information with more than one angle.

Educational Implications

This programme has proved its importance in the modalities of teaching and training pre-service students. This experience has implications for teaching educators and researchers.

- ❖ The programme indicates that teaching and training method can and should be selected by the involvement in the Task which itself is learning.
- ❖ Many courses can be teachable with the help of properly structured Task.
- ❖ TBTP creates significant impact on students with regard to learning about secularism.
- ❖ Slow learners and dependent learners can get themselves engaged in the Task and earn new learning experience.

Conclusion

The Task–Based Teaching Programme showed its importance in the methodology of teaching at the degree programme. It suggested a better strategy to teach and train the trainee students. The facilitator experienced and opportunity to learn the art of preparing task-based teaching program.

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