

## Task-Based Instruction (TBI)



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Task-based instruction has interested some researchers and curriculum developers in foreign language instruction since the mid-1980s as a result of widespread interest in the functional views of language and communicative language teaching. Instructional methods in order for the learners to use the foreign language for communication are teachers employing a task-based approach in which communicative tasks serve as a means of allowing students to learn about language in a meaningful social context. A communicative task is best seen as a meaning-focused (rather than form focused). Class work in which learners either comprehend, manipulate, produce, or interact in the target language.

The rational for employing communicative tasks lies in the assumption that language is learned by interacting. This interaction is considered to be "learning itself". Consequently, there is an emphasis on interaction among learners through communicative tasks such as information-gap tasks, problem-solving tasks, role playing, communication games and simulations.

However, it is contended that certain conditions are required for communication tasks to maximize the opportunities for language learning: First, interactions, in order to reach the task outcome, each must have a different portion of the information to be exchanged.

Second, each interactant must elicit the information from the other and in turn provide it.

Third, interactants' goals must be identical or convergent, that is, each participant has the goal of arriving at a definite solution.

Finally, attempts to meet the goal must produce only one acceptable outcome.

Under the above mentioned conditions, learners [can] experience comprehension of input, feedback on production and interlanguage modification [while being engaged in purposeful social interactions]. Concomitant with task-based approach is the emphasis on group work participation".

Group work is considered beneficial to language learning under the assumption that it "generates interactive language, offers an embracing affective climate, promotes learner responsibility and autonomy, and is a step toward individualizing instruction". Working in groups can increase learners' motivation. There is also a psycholinguistic rational for working in groups in addition to the "pedagogic benefits. Input can be made comprehensible and more effectively when interactants negotiate meaning in small groups.

There are identified five advantages of the use of group work in the language classroom for pedagogical reasons:  
Group work increases language practice opportunities;  
Group work improves the quality of student talk ;  
Group work helps individualize interaction;  
Group work promotes a positive affective climate; and  
Group work motivates learners.

A communicative task used in CLT can be defined as a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. Therefore, communicative tasks are completely different from traditional language tasks which require learners to pay

attention to specific linguistic properties (lexical, phonological, or grammatical ) so as to practice using them more accurately.

In addition, communicative tasks have the following characteristics:

There must be communicative purpose;  
There must be focus on message rather than on linguistic code;

There must be some kind of gap ( e.g. an information gap, etc.);

There must be opportunity for negotiation when performing the task; and,  
Learners must choose the resources—verbal or non-verbal—required for performing the task.

The components of a "task" include " goals, input, activities, teacher role, and setting". The above mentioned components are briefly clarified: *goals* express broadly what the results of a certain experience will be. *Input* concerns data, verbal or non-verbal, which the individual has to deal with when performing a task. *Activity* refers to the performance of a task itself on the basis of goals and inputs. In addition, there are specific roles for teacher and learner in a given setting. Within this framework, the issues of grading, sequencing, and integrating are decided in terms of task components. The components concerning the learners include such characteristics as one's confidence, motivation, prior learning experience, and linguistic and cultural knowledge. "tasks" and "activity" are sometimes used interchangeably.

## NOOR AND THE RABBITS

There was a girl named Noor who lived in a beautiful house with a garden with pet rabbits. She always played with them with a big, red ball.

She brought carrots to them. She even slept with them.

One day she saw a new-born rabbit and she was so excited and happy as a sun. She took the little rabbit from the ground. Next, she kissed him and showed him to her mother. Her mother smiled and told her, ??Honey you are a nice girl, but I want you to brush your teeth, help me at home, take a shower, brush your hair, and study so hard??. That made Noor's face red like a tomato. She didn't like anybody to tell her what to do. She usually just slept or watched television. She thought life was for resting, and that's it. She took her new-born rabbit into her hands to enjoy him with the other rabbits in the garden, and then she decided to take him inside.

With slow steps, Noor moved to the house door and opened it. Just then, a big white rabbit from outside jumped on her face. That was the mother of the new-born rabbit. After that, she screamed, ?? I hate rabbits!?? All the rabbits were running and shaking from Noor's scream and hid in the hall. Noor moved from the garden to the kitchen to get some water, and she threw everything in sight. When she opened the fridge, she threw the eggs at the fan and put the bread on the floor. She turned on the lights, opened the fridge, and scattered the rice on the kitchen table. She made that mess in the kitchen because she was angry at the rabbits. When her mother came to the kitchen, her mother saw the mess with her own eyes, and Noor was standing at the edge of the table. Her mother looked at her a long time, but Noor didn't care. She just walked around her mother and went outside the kitchen. Her mother began crying and cleaned the mess.

After that incident, everybody in the home was mad at Noor. Nobody talked with her, but she never cared. She just looked the door of her room and slept.

One day her mother invited people to their home, and Noor still locked the door and slept. When her mother knocked on the door to tell her to talk with the people, she never answered her mom and that made her mother angry. Finally, she shouted at her, ?? You are always a lazy girl ! " Noor was stunned and began crying. She slammed the door of her room and ran through the people to the outside. Noor shouted to everybody at home, " I will find a better place than this home !"

Her mother tried to relax her, but Noor never listened to her. She opened the gate and ran from the garden home to the street. She was wearing pajamas with yellow spots and slippers. Her hair was flying in every direction because she hadn't brushed it. The people in the street laughed at her : "Are you a witch ?" She kept running until something made her stop: She fell into a big hole! When she opened her eyes she saw the rabbits all around her. She said, "Is the white rabbit still mad at me?"

"No, she just wanted to protect her baby like when your mother protected you."

Noor's face turned bright like the moon and she said, "My mother shouted at me because she loved me!"

The rabbits showed her their home and how they worked together to get carrots and nobody was lazy. When it was time to work, all the rabbits in the family started to work, and when it was time for rest, all of the rabbits rested. While they were lying next to each other, they heard a sound coming from the hole. There was a long red tail sticking out of it. The little rabbit shouted, "A fox!" Noor said to the little rabbits, "Hide in the room!" The little rabbits would never let their parents fight the fox without them. They brought boiled water and matches. All of them fought the fox, and they burned his tail. Finally, The fox ran away.

The rabbits celebrated for beating the fox. The party made Noor miss her mother and family, so she said goodbye to the rabbits. She learned a lesson from them: That she had to help her family; that family must work together. When she arrived home, she saw her mother crying. Her mother said, "I am sorry, but don't run away again." Noor hugged her mom and said, "I will never again do something to make you angry." Noor became a good, hard-working girl. Paradise lost is sometimes heaven found.

THE END

BY Aisha mahmood AL\_Nabhani

## الندوة الأولى حول

## تدقيق الجودة وإعداد الدراسة

أقام مركز التميز العلمي وضبط الجودة بجامعة نزوى يوم الأربعاء (٢٨ مايو ٢٠٠٨م) ندوة بعنوان "تدقيق الجودة وإعداد الدراسة الذاتية لجامعة نزوى".

وتأتي هذه الندوة ضمن سلسلة الندوات التحضيرية التي يعقدها المركز للتهيؤ لعملية التدقيق التي سيقوم بها مجلس الاعتماد في نوفمبر عام ٢٠١٠م. وقد تحدث فيها كل من المكرم الأستاذ الدكتور أحمد بن خلفان الرواحي -رئيس الجامعة-، والأستاذ الدكتور عبدالله أم الزين - نائب الرئيس بالوكالة للدراسات العليا والبحث العلمي والعلاقات الخارجية-، والأستاذ سالم بن منصور الصباحي - مدير مركز التميز العلمي وضبط الجودة، بحضور عمداء الكليات ومساعديهم، وأعضاء الهيئة الأكاديمية والإدارية بالجامعة.

وكان حديث المكرم - رئيس الجامعة- في أولى الجلسات مركزاً على أهداف هذه الندوة وأهميتها في الإعداد للدراسة الذاتية لجامعة نزوى، وعملية التقييم التي ستخضع لها الجامعة من قبل مجلس الاعتماد، وما المقصود بعملية التدقيق.

فيما تحدث في الجلسة الثانية الأستاذ الدكتور عبدالله أم الزين عن ماهية الدراسة الذاتية، وماذا يقصد بها؟، وما أساسيات الإعداد لها؟، بالإضافة إلى كتابة الدراسة الذاتية الخاصة بالجامعة كما هو مطلوب من قبل مجلس الاعتماد.

أمّا الجلسة الثالثة فقد تحدث فيها المكرم الأستاذ الدكتور -رئيس الجامعة- عن الهيكل التنظيمي لإعداد الدراسة الذاتية، والأقسام التي ستشارك في الإعداد، وما مسؤوليات كل فريق من هذه الفرق. واختتمت الندوة بالجلسة الأخيرة التي تحدث فيها الأستاذ سالم الصباحي -مدير مركز التميز العلمي وضبط الجودة-، وقد تطرق فيها إلى الإطار الزمني للتهيؤ لعملية التدقيق وإعداد الدراسة الذاتية، وقام بتوضيح الجدول الزمني الأولي الذي قامت الجامعة بإعداده للبدء في عملية الاستعداد، ومراحل تنفيذ كل ما يخص عملية التدقيق وإعداد الدراسة الذاتية الخاصة بجامعة نزوى.

تم بعدها فتح المجال للنقاش من قبل أعضاء الهيئة الأكاديمية والإدارية بالجامعة.

## أمانة شؤون الطلاب تقيم محاضرة بعنوان "صناعة النجاح"



محمد العدوي يلقي محاضرته

أقامت دائرة أمانة شؤون الطلاب يوم الأحد ٢٢/٦/٢٠٠٨ محاضرة بعنوان (صناعة النجاح) ألقاها الأستاذ محمد بن عبدالله العدوي مساعد الرئيس لشؤون الطلاب تطرق فيها إلى الحديث عن خطوات صناعة النجاح والتي من بينها: الإيمان بالوظيفة، وأهم مقوماتها كالفكر، والتغذية السليمة، والصبر، والحكمة، والإخلاص في الأداء. والإيمان بالتطوير عن طريق: الاستفادة من قدرات الآخرين وخبراتهم، والثقة بالنفس، والقدرة على التخلص من السلبيات، والاستفادة من معطيات الواقع. ثم تحدث عن وسائل النجاح ومقوماته كتحديد الهدف، والتخطيط، وتنظيم الوقت، والإرادة القوية. ثم تحدث عن أهمية العلاقات الاجتماعية، والتواصل الإيجابي، وضرورة الاحترام المتبادل بالإضافة إلى العمل على وحدة الجماعة وتماسكها مستشهداً بقضايا واقعية من حياة الفرد والمجتمع. ثم فتح باب الحوار مع الحضور للاستفسار والمداخلات.

حضر المحاضرة الأستاذ الدكتور أحمد بن خلفان الرواحي رئيس الجامعة ومجموعة من الموظفين ومشرفات سكنات الجامعة.

## وفد من بروناي يزور الجامعة

ضمن البرنامج الذي أقامته وزارة التربية والتعليم في استقبال واستضافة الحاجة نور جم بنت الحاج يوسف - نائبة وكيل وزارة التربية والتعليم ببروناي دار السلام- والوفد المرافق لها خلال الفترة من ٢٩/٥-٤/٦/٢٠٠٨م، زار الوفد الجامعة صباح يوم الأحد الموافق ١/٦/٢٠٠٨م؛ حيث تعرفوا على كليات الجامعة، والمرافق العامة كالمكتبة والمختبرات والفصول الدراسية، رافقهم في ذلك المكرم الأستاذ الدكتور أحمد بن خلفان الرواحي -رئيس الجامعة- والأستاذ الدكتور محمد عبدالمنعم إسماعيل - عميد كلية العلوم والآداب.

## وفدان طلابيان من الجامعة للدراسة

## في بريطانيا وفرنسا

في إطار العلاقات الأكاديمية بين الجامعة والجامعات والمعاهد التعليمية الخارجية توجه يوم الأحد ٢٩/٦/٢٠٠٨م وفد من الجامعة تضمّن خمسين طالبة إلى جامعة أبري ستويث (Aberystwyth) البريطانية، وفي التوقيت ذاته توجه وفد آخر إلى معهد (CIVILAM) الفرنسي تكوّن من عشر طالبات، وذلك برفقة طاقم إشرافي متكامل على الرحلة؛ جاءت هذه الزيارات لدراسة بعض المساقات المرتبطة بالخطط الدراسية لطلاب الجامعة المشاركين، كما يشمل البرنامج تنظيم بعض الرحلات الترفيحية للاطلاع على المعالم السياحية للبلدين المذكورين.

الجدير بالذكر أن الدراسة تستمر لمدة شهرين، وقد تم اختيار المتقدمين للانضمام لهذا البرنامج بناءً على نتائج المقابلات التي عقدت سلفاً، وعلى المعدلات التراكمية، كما يشترط إنهاء المتقدمين لـ(٦٠) ساعة معتمدة في تخصصاتهم.