ENHANCING PHRASAL VERB ACQUISITION THROUGH TBLT IN SECONDARY ENGLISH CLASSROOMS

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Abstract

The integration of Task-Based Language Teaching (TBLT) to teach phrasal verbs to A2+ level students at a specialised secondary school for IT and English is examined in this paper. The study provides an organised TBLT lesson plan to enhance both receptive and productive abilities, highlights important resources, and explains the reasoning behind the use of phrasal verbs. It is based on a learner needs analysis and linguistic research. The reflection highlights the importance of combining learner-centred approaches, group projects, and explicit and implicit grammar instruction.

Introduction

Target Learners

The chosen students are in grades 9–10, aged 15–16, and attend a secondary school that specialises in IT and English. There are ten to fifteen pupils in each class, with a balance of genders. According to school rules, they must get B1 certification by the end of the year, even though their level is A2+ in the CEFR. Five times a week, English is taught, enabling rigorous language learning. Grammar-based admission examinations are used to accept students, and interviews show that the majority take additional language courses. They have trouble with spelling, word order, and using grammar in real-world situations, though. Due of parental English-speaking interactions, some people speak English well but struggle with grammar, while others focus on grammar but find it difficult to talk fluently. Thus, it is essential to combine explicit and implicit grammar training. Students lack critical thinking and application skills while having a solid theoretical grammar comprehension. This gap can be successfully closed with a dual strategy that combines TBLT and Communicative Language Teaching (CLT).

Grammar Topic and Materials

Phrasal verbs are the grammar focus, and their selection was based on studies showing that students must employ them in both written and spoken contexts. Their speaking certification exam benefits from their mastery of this subject as well. Among the chosen references are Kennedy, G. (2014). With the use of concise examples, "multiword verbs" (phrasal verbs) are covered in Structure and Meaning in English: A Guide for Teachers. • T. E. Payne (2011). BNC and COCA are among the contextual examples and thorough explanations provided in Understanding English Grammar: A Linguistic Introduction. Kennedy concentrates on the categorisation and grammatical structure of phrasal verbs. Payne offers helpful advice on how to use grammar as a communication tool, particularly in ESL/EFL settings. Payne's book will be the main source due to its comprehensiveness.

Reflection

The best grammar instruction results from the integration of meaning-based techniques. Combining form-focused and meaning-focused training boosts student engagement, as noted by Storch (2018). Skehan (1996) asserts that TBLT encourages genuine conversation and in-depth learning. The pre-task provides context and teaches the required language. The while-task promotes student autonomy, peer interaction, and communication. Azar (2007) emphasises that internalisation is improved by creative communicative grammar use. The post-task helps students to think back on their mistakes and practise in different ways while consolidating their learning (Ellis, 2009). Despite having theoretical understanding, pupils struggle since they don't practise enough and focus too much on regulations. They can overcome these obstacles by working together, reflecting, and engaging in communication-focused activities. Error correction during communicative activities must take student variations into account in order to be effective, as Dekeyser (1993) highlights.

References

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