

## **The Procedure of TBL in the Elementary English Classroom**

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### **ABSTRACT**

Task-Based Learning is very useful in the Elementary English classroom together with 3p system. Currently 3p system is very popular among Korean Elementary teachers. The majority of Elementary English teachers teaches their students by means of 3p system. 3P system is made up of 3 categories. They are as follows: presentation - practice - production. In addition to this 3p system, task-based learning is also important for Elementary English teachers. They are able to use this TBL in the classroom according to the level. Task-Based Learning(TBL) is made up of three stages. The first stage, pre-task stage includes the introduction of topic or task. Next, task stage is divided into three phase, task cycle activity, planning, report. Finally, post-task stage means language focus activity by means of analysis and exercise. Elementary school teachers are able to use TBL using other subjects. In this paper, I want to explain this kind of procedure of TBL to you in details.

**Key words:** Task- Based Learning(TBL), three stages, procedure

Task-Based Learning(TBL) is able to be used in the elementary English classroom. Task basically means 'undertaking'. In general, in the educational setting, task means the activity students do in the classroom using target language.

Task-Based Learning(TBL) is made up of three stages. The first stage, pre-task stage includes the introduction of topic or task. Next, task stage is divided into three phase, task cycle activity, planning, report. Finally, post-task stage means language focus activity by means of analysis and exercise. This kind of procedure is able to be realized as follows in the elementary classroom.

<Task-Based Activity>

a. Outline

Unit	10. Let's make Pizza Toast!	Date	
		Class	6-7
Aims	Students learn to how to make pizza toast.	Time	80 min
		Teacher	○○○

b. Teaching Procedure

Time	Stage	Teaching-Learning Activities		aids
		Teacher's activities	Student's actions	
4min	Class activities	<b>Pre-task phase</b> ★ Greeting ◦Hi, Everyone! How are you today? ★ Motivation ◦Sing a song 'Pat-A-Cake' ◦Tell a story to the students. ★ Objective Inform the students of today's lesson objective by showing them a picture of pizza toast.	<b>Warm-up</b> ★ Greeting ◦I'm fine. How are you, Sir? ★ Motivation ◦Sing a song. Listen and follow the story. ★ Objective Look at the card and repeat after the teacher.	computer, TV. · <a href="http://jr.nav er.com/english/view.php?id=dongyo&amp;cid1=2&amp;cid2=200&amp;nid=7">http://jr.nav er.com/english/view.php?id=dongyo&amp;cid1=2&amp;cid2=200&amp;nid=7</a> · <a href="http://kr.play.kids.yahoo.com/eng/story/character_in/index.html?cg_id=96&amp;page=1&amp;sp_id=2062478162">http://kr.play.kids.yahoo.com/eng/story/character_in/index.html?cg_id=96&amp;page=1&amp;sp_id=2062478162</a> · picture card
6min			Pre task language activities We can explain how to make pizza toast.	
5min	Giving tasks	★ Lesson 2 Give some scenarios involving making pizza toast, then let students apply the new vocabulary.	★ Lesson 2 Understand the scenarios and apply the vocabulary to the scenarios.	· picture card · picture card

10 min	Group activities	<b>Task cycle phase</b> The planning stage	★ Activity 1 Tell students to plan how they will use the vocabulary to describe the scenarios.	★ Activity 1 Talk about which vocabulary they will use in the scenarios in their groups.	
10 min		The task stage	★ Activity 2 <del>Let students describe the scenarios</del> using the vocabulary they've learned. <input type="checkbox"/> Correct errors.	★ Activity 2 Share their vocabulary with their group members. <del>Repeat the teacher's vocabulary.</del>	
25 min	Class activities		★ Activity 3 <input type="checkbox"/> Let's make pizza toast. Explain how to make pizza toast.	★ Activity 3 <input type="checkbox"/> Let's make pizza toast.	Some ingredients, pan, oven
10 min			★ Activity 4 <input type="checkbox"/> Eating pizza toast. Explain the proper table manners for eating.	★ Activity 4 <input type="checkbox"/> Eating pizza toast. Eat pizza toast with good table manners.	napkin, fork, knife.
10 min	Language focus phase		<p style="text-align: center;"><b>Closing</b></p> ★ Finishing the class. Have students answer some questions about the expressions related to making food. <input type="checkbox"/> Close the class with singing 'Pat-A-Cake' again. <input type="checkbox"/> Greeting Attention-bow	<p style="text-align: center;"><b>Closing</b></p> ★ Finishing the class. Listen carefully and answer the questions. <input type="checkbox"/> Sing a song. 'Pat-A-Cake' <input type="checkbox"/> Greeting Attention-bow	internet site ( <a href="http://krplaykids.yahoo.com/eng/story/character_in/index.html?cg_id=96&amp;page=1&amp;sp_id=2062478162">http://krplaykids.yahoo.com/eng/story/character_in/index.html?cg_id=96&amp;page=1&amp;sp_id=2062478162</a> )

### c. scenarios

#### ◆Pre-task phase◆

#### Warm-up

##### ★ Greeting

T : Good morning, everyone.

S : Good morning, ma'am.

T : How are you today?

S : So-so./ Not very well.

##### ★ Motivation

T : Today, we will learn the 'Pat-A-Cake' song. Let's listen to the song first.

S : (Listen to the song 'Pat-A-Cake')

(Using internet site :

<http://jr.naver.com/english/view.php?id=dongyo&cid1=2&cid2=200&nid=7>)

T : How do you like this song? Isn't it interesting?

S : It's very interesting.

T : OK. Now, let's sing this song together.

T, S : Sing a song.(Repeat 2~3)

T : Wow!! You did a good job!

T : This time, I'll read a story to you. Listen carefully.

(Using Internet site : [http://kr.play.kids.yahoo.com/eng/story/character\\_illustration/index.html?cg\\_id=96&page=1&sp\\_id=2062478162](http://kr.play.kids.yahoo.com/eng/story/character_illustration/index.html?cg_id=96&page=1&sp_id=2062478162))

S : It's a very funny story.

##### ★ Objective

T : Good! This is today's objective. (pointing to the objective card) I'll read it!

"We will learn how to make pizza toast." Repeat after me.

S : We will learn how to make pizza toast.

T : Excellent.

◇Pre-task language activities◇

★ Instruction 1

T : I will teach you the vocabulary for making foods like pizza toast.

slice, peel, chop up, add, spread, pimentos, mushrooms, sausage, onion  
cheese, bread.(explain these words with picture cards and actions)

Do you understand the vocabulary?

S : Yes, ma'am.

T : Repeat after me. slice, peel, chop up, add, spread, pimentos, mushrooms, sausage, onion, cheese,  
bread.(read these words with picture cards and actions)

S : (Repeat after the teacher.)

◇Giving task instructions◇

★ Instruction 2

T : Good! Now I will give you some scenarios related to making pizza toast. I'll give picture cards to each  
group, then you'll describe the scenarios using proper vocabulary. Do you understand?

S : Yes, ma'am.

◆Task cycle phase◆

◇The planning stage◇

★ Activity 1

T : Excellent! Now plan how to express each scenario.

S : (Work on it)

T : Are you done?

S : Yes.

◇The task stage◇

★ Activity 2

T : Wow! Great! Now, describe each scenario.

S : Yes, ma'am.

T : Are you finished?

S : Yes, ma'am./ No, just a minute. Wait a moment.

T : Time is up, now. Stop, stop.

Now, you have to present your descriptions. Each group will present their descriptions to the whole class.

S : Present their descriptions to the whole class.

T : Good job everyone. Do you know how to make pizza now?

S : Yes, yes.

T : Then let's make pizza. You have to be ready to make pizza toast in five minutes.

### ★ Activity 3

T : In the last class, we learned vocabulary about making pizza toast. Well, this time we're going to learn how to cook an Italian dish. Has anyone heard of pizza?

T : Ok, good. Do you like it?

T : Well, that's what we're going to make now. Pizza is from Italy. Have you heard of Italy? We learned about it in sociology class. Anyway, I think you'll find that it's easy to make pizza toast. It has a lot of ingredients, but they're all necessary for a delicious pizza. What do you have to do?

T : Yes, the first thing we have to do is peel an onion. What's next?

S : Slice the onion about one centimeter thick.

T : Ok, be careful with slicing an onion. It may make your eyes water.

S : Yes, ma'am.

T : And we also need to slice pimentos, mushrooms, and sausage. We slice pimentos in a four or five millimeter chain. What's next?

S : We'll grate cheese as well.

T : That's right. Next, we want to add the vegetables and saute them in butter for about three minutes.

S : We just fry the vegetables?

T : Yes and, in the mean time, we'll spread tomato sauce or ketchup on the bread.

S : What's next?

T : You'll put all of the ingredients on the bread, then put it in the oven. First turn on the oven to one hundred and eighty degrees. Put the mix in the pan. Put the pan in the oven. Wait fifteen minutes. Take the pan out of the oven. The oven is very hot, so be careful.

S : Yes, ma'am.

T : Wow! It looks very delicious, doesn't it?

S : Yes, ma'am.

★ Activity 4

T : We'll have pizza toast. Before you eat it, you have to know some table manners.

First, before eating, take your napkin off the table. Open it up, and put it on your lap.

Second, don't put your elbows on the table.

Third, when you eat food don't make any noise.

Fourth, don't talk with food in your mouth.

Fifth, don't burp.

Sixth, don't blow your nose at the table.

(explain table manners with motions)

Do you understand? / or Got it?

S : Yes, ma'am. We'd like to eat it right now.

T : All right! Now, we can eat it! Don't forget your table manners!

T, S : (Eat pizza toasts that they made)

T : Did you enjoy your pizza toast? How was your pizza toast?

S : It tasted yummy.

T : Oh! Mine too. You did a good job.

◆ **Language focus phase** ◆**Closing**★ Finishing the class.

T : Now, let's answer some questions.

(showing picture) What words can you think of, looking at this picture?

S : Slice! / Spread! / Peel! / Onion!

T : OK!! How will you describe this scene? (showing a picture)

S : Chop up cheese. / Spread ketchup. / Slice mushrooms. / Peel the onion.

T : All right! Good job!

T : You did a good job today. Finally we'll sing a song 'Pat-A-Cake' again.

T, S : Sing a song together.

T : Excellent! It's time to say good-bye. Attention! Bow!

**BIODATA**

Professor Young Cheol Kim has specialized in English Language Teaching. He has taught for over 12 years at the university concerning elementary, secondary, tertiary level and since 2002 he has been involved with elementary education programs. His professional interests include elementary English curriculum and assessment. He is also interested in secondary, tertiary curriculum and assessment. Currently, he is a professor at the Department of Gongju National University of Education. Email: kimyc@gjue.ac.kr