

Task-Based Language Teaching

Task-based language Teaching (TBLT) is a communicative teaching method that focuses on purposeful and meaningful language use. It is a naturalistic way of learning language that can be nurturing and holistic rather than teaching language as a step-by-step rote language lesson (Willis & Willis, 2007, p. 13). Figure 6 indicates how my project lessons satisfies the characteristics outlined by Ellis (2003). According to Ellis (2003) TBLT is characterized by the following:

1. The primary focus should be on meaning.
2. There should be a learning 'gap' (information, reasoning or opinion gap).
3. Learners should rely on their own learning resources to complete the activity.
4. There is a clearly defined outcome other than the language.

Characteristic according to Ellis (2003)	Implementation in beading lesson
1. The primary focus should be on meaning.	Focus on meaning is creating connections and meaning of words through the action of making the necklace.
2. There should be a learning 'gap' (information, reasoning or opinion gap).	Activities through the lesson will notice and overcome, where learners will be given opportunities to explore and demonstrate learning for new language.
3. Learners should rely on their own learning resources to complete the activity.	Learning resources are what the students already know and what they bring to the classroom, that creates a learning

	environment that is comfortable and the learner recognizes meaning.
4. There is a clearly defined outcome other than the language.	Making a beaded necklace – Nats'ii zaghe 'snelyaayi, is the project beyond the language, students will focus on completing a beaded necklace while learning Ahtna.

Figure 6 illustrates the four characteristics of TBLT

Willis & Willis (2007) states that TBLT tasks are, “Activities where the target language is used by the learner for communicative purpose (goal) in order to achieve an outcome” (p. 12). Communicative teaching methods that focuses on purposeful and meaningful language use, which are natural ways of learning language that can be nurtured rather than taught as repeated language lessons. Focus on the meaning of the language helps to facilitate communication during an activity or task. Ellis (2003) adds that focusing on meaning helps learners and teachers to gain information that will assist with their own learning (p. 9). As a consequence, learners will begin to connect their own understanding of language to communicate with what they have learned and experienced from the activity. This process will expand their connection to meaning.

It is important to focus on meaning of the language teaching rather than decontextualized grammar. The learning of grammar will be imbedded in the process of doing an activity, hearing the sounds and how the meaning connects to the action of the activity (See section on Focus on Form below). In my project, when students experience the Adobe Voice Voice/Spark and Chegg activities they will have the opportunity to write and and discuss the sounds and meanings. Although students will begin to write, the activity does not entail an explicit lesson of the sound

system. Instead, they will be learning the sounds by doing the activity. This process connects meaning during the instruction of making the beaded necklace by saying words and listening through action. Along with learning how to write, having fluent Elders speakers in the classroom is essential to learning culture and language. The Elders can help students practice their language with questions from Elders and it brings a multigenerational aspect to the classroom.