

AN APPLICATION OF THE TASK-BASED APPROACH IN TEACHING ENGLISH GRAMMAR FOR 8th GRADE AT PHUC DIEN SECONDARY SCHOOL IN HANOI

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Abstract: *This study investigates the application of task-based language (TBL) teaching and learning to teach grammar to 8th graders at Phuc Dien Secondary School. This study was conducted to determine how teachers at Phuc Dien Secondary School utilized TBL in their classes. It also tries to discover the attitudes of students towards applying TBL in teaching grammar and the effectiveness of using TBL to teach grammar compared with traditional methods. The researcher used both quantitative and qualitative methods to carry out this research. With the help of 60 students and 6 teachers as participants, questionnaires and interviews were conducted. The present study shows that this approach can be suitable for high school contexts, but it may cause many difficulties for both learners and teachers. It can be concluded that teaching grammar through TBL gives learners many advantages. The students' positive attitudes towards this approach to teaching grammar encourage teachers to try to apply this approach in their classrooms. However, it is up to the teacher to decide whether they would prefer to adapt the grammar in the textbook to teach it through TBL or not. Factors to be considered in applying the task-based approach (TBA) to teaching grammar include students' proficiency in English and the nature of the target grammatical item to be taught according to the syllabus.*

Keywords: *Application, secondary school, task-based learning, task-based approach, teaching and learning grammar.*

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1. INTRODUCTION

One of the most challenging tasks constantly facing language teachers is how to capture the interest and stimulate the imagination of their students so that they will be more motivated to learn, especially in grammar lessons. In many schools, teachers usually use the presentation, practice, and production (PPP) model to teach their students. Based on observing many grammar lessons from different teachers. We saw that most of them use traditional deductive and inductive approaches. We cannot deny that this is a current popular method, and it contains a lot of advantages. But it seems that students had to do what they were asked, and they had to do a lot of exercises. Frankly speaking, they became quite passive, only listening and then writing. They had little chance to interact and to communicate. Teaching grammar does not mean being passive. It should involve four skills and students should be motivated to learn.

Teachers are expected to organize classroom activities so that students can be engaged “actively, creatively and co-operatively” through individual, pair, and group work in meaningful

interaction within a task-based framework. It is undeniable that students will be able to improve their English faster if they are put in groups and forced to create new things [1, p.10].

The TBL teaching, like other language teaching approaches, is initiated in the West mainly for adult intermediate learners [2]. It opens new potential orientations and hopes to foreign language learners and teachers in some aspects of learning and teaching. The application of this approach depends on many factors, such as the context of teaching, the level of the students, the environment, or social variables. In Vietnam, it seems that TBL teaching is only popular in universities. Being a teacher of English, we think that it is essential to research how to apply TBA to teach grammar to 8th graders at Phuc Dien Secondary School more effectively. In addition, we want to make a comparison between using this approach and other traditional approaches to teach grammar.

2. CONTENT

2.1. Related studies

For many years, pedagogues have tried to find out methods, and approaches in which students are focused. Students should have a chance to carry out activities that make them more active and creative. They ought to play a crucial role in the process of discovering and receiving knowledge.

Based on the concept that effective learning occurs when learners are fully engaged in language tasks, rather than just learning about the language in India, [3] said that a task is *"an activity which requires learners to arrive at an outcome from given information through some process of thoughts and which allows teachers to control and regulate that process"*. According to [4], *"many methodologists have concentrated not so much on the nature of language input, but on the learning tasks that students are involved in"*. He means that when the teacher teaches a language, she or he should not focus much on the structures or forms; it will be better if she or he bases on the tasks given. Both Harmer and Prabhu have a common point in teaching grammar, they appreciate the use of tasks in teaching this term.

In Vietnam, there are a variety of theses relating to task-based teaching and learning. [5] presented the application of TBL teaching and learning to teach speaking skills in upper secondary school. [6] made an investigation on how to apply TBL to teach grammar to the first-year English non-majors.

At Phuc Dien Secondary School, most English teachers are using traditional methods to teach grammar and this does not satisfy students. Therefore, our study will focus on a study of applying TBL to teach grammar to upper secondary school students.

2.2. Research question

To meet the above-mentioned objectives, the researcher expects to find out answers to the following questions:

1. What are TBA and TBL and teaching?
2. How effective is the TBA in teaching grammar to 8th graders at Phu Dien Secondary School?
3. What should be the recommendations for the application of TBL teaching and learning?

2.3. Participants

As mentioned in the previous part, the target population of this research paper is about 60 students in 8th grade and about 6 English teachers at Phu Dien Secondary School, Bac Tu Liem district. The participants in the study are randomly chosen. The six subject teachers in this research are all trained in Universities in Vietnam (Hanoi University, Ha Noi Foreign Language University, College of Foreign Language). Their age varies from 28 to 46. Most of them are young teachers but have been teaching English for more than 5 years. Only two of them have an M.A. degree (20%) and the rest have a B.A. degree (80%). Finally, only two of them have attended some workshops on grammar teaching.

The students are chosen randomly from the 8th grade of Phu Dien Secondary School. The total number of students in this study is 60. Their age ranges from 12 to 14 and includes 34 boys and 26

girls. Most of them come from moderate-income families in countryside villages around the school.

2.4. Data collection instrument

To have full information for the study, the researcher uses survey questionnaires for both teachers and learners and interviews with teachers.

a) Questionnaires

There are two types of questionnaires: questionnaires for teachers and questionnaires for students.

Six English teachers at Phu Dien Secondary School delivered questionnaires consisting of four sections with 14 questions.

These four sections are aimed to investigate: (1) How the teachers use traditional method in teaching English grammar - The teachers' implementation of TBA in teaching English grammar; (2) The teachers' attitudes towards the application of TBA in teaching grammar; and (3) What difficulties the teachers have when they use the TBA in teaching grammar.

With students, the researcher delivered the survey questionnaire including 10 questions. The researcher organized a seminar for students and teachers right after her teaching sample lessons. The questionnaire focuses on: (1) Students' attitudes towards English grammar; and (2) Students' attitudes when the teachers use TBA to teach them grammar.

The questionnaire was designed with different types of questions: Yes or No questions, multiple-choice questions, closed and open-ended questions. To make sure that students would not make mistakes when answering the questions, all of the questionnaires for students were written in both English and Vietnamese.

b) Interview

In this paper, the researcher interviewed only teachers to discover some information about their implementing TBL in their grammar classes. After piloting two sample lessons, the researcher had the chance to directly interact with all the teachers and interview them. After fifteen minutes, the interviews were completed. While interviewing, the researcher was also taking notes to create a relaxing interaction between the interviewer and interviewees, and to elicit the most information from the teachers.

2.5. Research procedure

As this study is action research in nature, which is aimed to find a more effective way to teach grammar to upper secondary school students, the following procedures were followed: (1) Identify the problem, study the literature review underlying the study before carrying out the research; (2) Establish the methodological framework for the study; (3) Pilot teaching; (4) Collect data through interview, questionnaires; (5) Do statistical calculation; (6) Describe the data and show the data in tables and figures; and (7) Discuss the findings and draw out conclusions and suggestions for further study.

2.6. Findings

2.6.1. Teachers using traditional methods for grammar

As the teachers were interviewed about their teaching grammar methods, only two teachers (about 33%) said that they still used the traditional method and all of them were old teachers. They explained that they are familiar with this method, and it seems easier for them to make teaching plans. While four other teachers (about 67%) did not use traditional methods in their teaching.

Based on their answers, most teachers follow the PPP model which is very popular in teaching grammar nowadays. According to them, in the Presentation stage, they often set the scenes such as giving an example, creating a situation, or giving a gap-filling exercise through which the target structure is introduced. The next stage is Practice. In this part, students are often asked to do some exercises in the textbook or designed by the teachers that are related to the target structure.

Production is the last part of the model. Here, students have a chance to use the target language to talk, write interact, and communicate.

This implies that the teachers appreciated the importance of the ability of communicate in their teaching of grammar.

2.6.2. Teachers' application of TBL in teaching English grammar

When we asked teachers if they applied this approach to their English grammar classes, three of them showed their favor of TBL (about 0%) but they used it sometimes. Whereas one other teacher said that they did not like to apply this approach (about 17%). Two of them (about 33%) reported that they did not know much about this approach.

This establishes that more than half of the teachers still showed their favor of PPP approach and nearly half of them were interested in TBA. The reason for this phenomenon may be understood as task-based teaching is still unfamiliar to English teachers at high schools and maybe because the requirement of the test often focuses on lexical grammar competence.

Only one of the surveyed teachers usually uses TBA (about 17%), three of them sometimes use it (about 50%), and two of them never (about 33%).

Nevertheless, most of the teachers who used TBL agreed that TBL proved to be successful in their grammar classes. Furthermore, when mentioning the atmosphere of the class with TBA, three teachers (about 50%) found it interesting and two of them (about 33%) said that it was quite effective when using this approach. The rest, one teacher (about 17%), said that the classes would become tough with TBL.

However, all of them admitted that the students seemed interested in the tasks planned by their teachers.

Table 1: *Roles of the teacher in classes*

Teachers' duty	Number	Ratio (%)
Observing the class by going around and listening to them to get to know what they are talking and doing	6	100
Stimulating the students to take part in the tasks	2	33
Helping the students when necessary	3	67
Participating in the activities with the students	2	33
Collecting students' mistakes without disturbing them	5	83

It can be seen through the results that all of the teachers often moved around the classes to make sure what they were doing and speaking. This is necessary because only in that way the teacher can observe and help the students when they need it. In addition, in this way, the teachers have a chance to participate in the activities with the students. So, it can be inferred that the teachers play the roles of instructors and facilitators.

Besides, the survey also demonstrated that 70% of the teachers often gathered students' mistakes without disturbing them. By doing this, they were able to find out the student's weaknesses, but they didn't want to interrupt their learning process and make them shy. What's more, 40% of the teachers encouraged students to join the activities.

On the whole, most of the teachers agreed that this approach had some advantages over other traditional methods.

2.6.3. Teachers' attitudes toward task-based teaching

In addition to their understanding, the interview data also gauged the teachers' attitudes toward task-based teaching. Attitudes are defined as "the interplay of feelings, beliefs, and thoughts about actions" [7, p. 291]. In the Greek study referred to above [8, p.53-68], teachers' attitudes and beliefs about the learning process were, to a large extent, incompatible with the principles of innovation. Not surprisingly, this reduced the extent of the implementation of task-based teaching in the classroom.

In general, we can state that more than half of the teachers expressed tentatively positive views toward task-based teaching and that they were beginning to develop more positive sentiments in thinking of applying. In their opinion, TBL is very effective, quite practical, suitable for teaching grammar, and attractive to teachers.

They had the same view that TBA gave students opportunities to interact with each other, to learn in pairs and groups.

Based on the responses to the question, 50% of teachers agreed that the teachers' application of TBL in grammar classes was very important. Besides, three teachers accounting for 33% said that applying TBL in grammar class was important. Only one teacher thought it was not very important and one teacher denied the importance of TBA.

In brief, most of the teachers considered TBA a suitable method for teaching grammar in classes. As can be seen from the question, six out of ten (about 60%) teachers admitted the importance of TBL while four (about 40%) of them disagreed. These teachers explained that using TBL in grammar required a high student level and careful preparation the teachers. In addition, the class size must be suitable for the tasks.

2.6.4. Difficulties teachers have when applying TBL to teaching grammar

Besides the positive points of TBL, the teachers at Phu Dien secondary school also found some difficulties when applying TBA in teaching grammar in the table below.

Table 2: *Difficulties teachers have when applying TBL to teaching grammar*

Difficulties	Number	Ratio (%)
Not every grammar item can be matched to a good task set in real-life-like situations.	4	67
Big classes are hard to control and organize in the process of tasks and activities.	3	50
The development of the whole class cannot stand for the development of everyone. Low-achieved students might drop off.	2	33
Limitation of time for curriculum.	5	83
The adoption of task-based grammar teaching means the preparation for grammar class will be more complex than before, which, as a result, adds to the already heavy workload.	5	83
Teachers have problems understanding certain cultural issues concerning the tasks.	2	33
Students are not familiar with this approach. They become passive.	5	83

The table shows that most of the teachers agreed the application of TBA would take a lot of time and energy. Up to 83% of the teachers reported that another disadvantageous factor was students' passiveness, they did not seem to be ready to take part in the tasks. Up to 67% of teachers thought that not every task in the book was easy to adapt so that they were real-life-like. This is one of the obstacles in applying the TBL approach to teaching grammar. Half of the teachers (about 50%) reported that class size also caused much strain in classroom practice. In my school, each 8th grade consists of about 42 to 45 students. Sometimes the teachers cannot control, observe as well, or assign to all of them.

2.6.5. The students' attitudes towards English grammar

The responses of students to the question will be illustrated in the following figure:

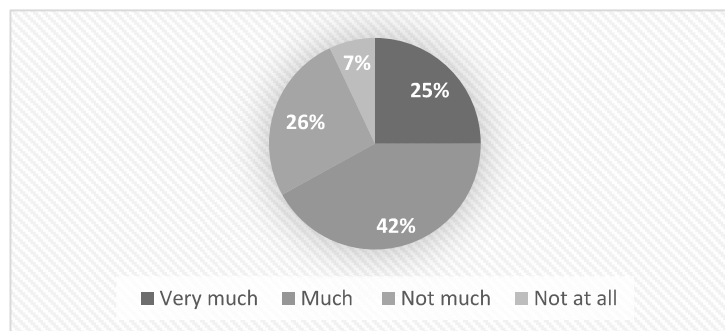


Figure 1: *The students' attitudes towards English grammar*

The fact is that there were 25% of students (25 students) said "Very much" to learning English grammar. In addition, 42% of students said that they liked grammar much.

Whereas 26 students said that they did not like grammar much and only 7% of students did not like learning grammar at all. Through the analyzed data, the conclusion could be that most students liked learning grammar.

2.6.6. Students' attitudes towards teachers' application of TBL

Table 3: Students' attitudes towards teachers' application of TBL

Opinion	Agree		Disagree	
	Number	Ratio (%)	Number	Ratio (%)
The new teaching method makes the grammar class more comfortable	79	79	15	15
The new teaching method helps me learn grammar more effectively	70	70	28	28
The new teaching method helps me remember my vocabulary better	66	66	32	32
The new teaching method helps me remember grammar structures that I had learnt before	72	72	25	25
The new teaching method helps me do grammar exercises more correctly	72	72	15	15
The new teaching method helps me speak English more confidently.	92	92	5	5
The new teaching method helps me write English more correctly	82	82	15	15
The new teaching method does not help me learn English better than the old method	31	31	67	67
The new teaching method is very difficult for me	10	10	86	86
The new teaching method is appropriate only with students who learn well.	25	25	70	70

As shown in Table 3, 79% of the subjects who took part in the experiment felt that learning grammar through communicative tasks was very comfortable which is one of the very necessary and useful factors in language learning and teaching, while only 6% of them did not have any idea about this, fifteen of them disagreed.

Regarding the effectiveness of the new teaching method, the majority of students who took part in an experiment (about 70%) said that the new teaching method helped them learn grammar more effectively. Although, 2% of them did not express any idea about this, and 28% of them found that it was ineffective.

Moreover, 82% of them stated that the new teaching method helped them not only remember grammar structures better but also helped them Mite English more correctly. This was against 15% of the respondents who disagreed with this statement. Choosing "no idea" accounted for 3%.

Similarly, 66% of them recognized that learning grammar through tasks helped them remember vocabulary although 32% of them disagreed and 2% of them did not express their idea about this.

The responses of 62 experimental students out of 100 suggested that teaching grammar through tasks helped them be able to do grammar exercises better. However, thirty-four students disagreed and four of them had no idea about this statement.

92% of the experimental students agreed that the treatment helped them speak English more confidently. However, there were five students (about 5%) who did not agree with this opinion, and three (about 3%) students did not express any ideas.

Item number 8 dealt with students' negative criticism of the new teaching method, it was surprising that 31 students acknowledged that it did not help them learn grammar better than the old method, although two of them did not express their opinion about this.

The researcher considers that the new teaching method is difficult for her students, in fact only ten (about 10%) of the subjects who took part in the research that the new teaching method was very difficult for him or her, 86% of them affirmed that it was not difficult for them to learn following the new teaching method and 4% of them did not have any idea about this.

With the last of ten questions, 70% of them disagreed with the statement that the new teaching method was only appropriate with students who learn well only 25% of them agreed with this and 5% of them did not have any idea about this.

To get students, to evaluate attitudes that are not concerned in the questionnaire, in the other hand to make students have a chance to give opinions about the new teaching method more freely, open-ended questions were also designed. Only ten good students were chosen to participate in this strategy.

In open-ended questions, three questions asking students' reasons for their preference and the continuance of the new teaching method were asked, they are:

1. *Give one reason why you like the new teaching method.*
2. *Give one reason why you do not like the new teaching method.*
3. *Would you like the teacher to continue to teach grammar following the new method? Why?*

In open-ended questions, many students who took part in an experiment said that they liked the new teaching method because the class atmosphere was very comfortable, and they were not pressured. Some of them said that the new teaching method made them help others and learn from each other. Concerning the continuance of the new teaching method in the future, about 82% of them wanted the teacher to continue to teach grammar following the new method. Eighteen percent of students said that they did not like the way the researcher taught them.

One of those students said that he liked this new teaching method, however, it would be better if the teacher taught a bit more slowly and the teacher should spend time doing exercises in the textbook.

Answering the second question helped the researcher to know the reasons why students did not like the new teaching method, and helped the researcher know the limitations of the new teaching method. Some students who took part in an experiment said that the new teaching method did not help them practice pronunciation in the textbook. Another said about the limitation of learning in a group, she wondered that when doing tasks in the group there were a few students who were better at English who contributed much to the group, in contrast, worse students did not contribute much to the group. There was an opinion that it may be noisy in the teaching grammar through tasks lessons, some students took advantage of discussing in groups. Two of them said that when reporting the group's task, only the students who were good at speaking presented oral reports. One of the thirty students said that the teacher used English most of the class time, so it was a bit difficult for him.

2.7. Discussion

2.7.1. Factors affecting the TBL implementation

Through interviews, participants mentioned the factors affecting the implementation of TBL.

The reality that comes from the interview responses (question 4 for teachers' interview) is that factors relating to teachers (understandings, attitudes, preparations) were discussed the most, in which the understanding of the method of teachers took the first rank.

Task-based teaching sometimes requires additional preparation of ideas, materials, or teaching aids. Most teachers said that using TBL took much time to prepare before the teaching. It is quite hard for teachers to finish a grammatical item in only thirty minutes in TBL direction. Also in class, teachers should have good control of the time so that they can reach the time process.

Besides factors referring to teachers, other non-teacher factors discussed are the time in class, the textbook, the facilities, the learners' proficiency, and the number of students in a class.

Regarding the proficiency of students, all the teachers mentioned the effect of this factor; if learners have a little bit higher proficiency, the task cycle will progress with the right beat and much more benefit will be created through task doing. Greek teachers perceived that young, inexperienced, beginning students were not capable of responding to the demands of a communicative approach [8, p.53-68].

Our viewpoint on this factor can be cited from [9, p.485-500], which stated that "... pupils have a greater capacity for doing tasks for the following reasons. Firstly, higher-ability pupils may be able to carry out a wider range of tasks on different topics. Secondly, they may need less time

on pre-task presentation and drilling of language items and may be able to complete assigned tasks more quickly, thereby creating more time for additional tasks. In other words, they may have the capacity to complete the syllabus more quickly thereby facilitating the time available for task-based teaching". We can understand that good students can finish the tasks faster and more effectively than weak students this will help the teacher perform the syllabus better.

In short, although not everyone agrees with the idea of teaching grammar using TBL, the author is sure that the trend will be the demand for the new curriculum standards. Learning English does not just mean memorizing rules. Not looking at a grammar book does not equal learning English well.

2.7.2. Students' reactions to the application of TBA in grammar

The result of the questionnaire shows that different students have different attitudes toward the teaching of grammar through TBL. Seventy-nine percent of students said that they felt comfortable with this new approach. This meant that most of them expressed their favor of being taught with TBA. However, some students admitted that they couldn't avoid uncomfortable feelings because the new teaching method caused them some difficulties (about 10%).

There are two interpretations of this. First, the treatment was new, and the students were excited about the new way of learning grammar without being aware of its effectiveness. Their positive attitudes may be an expectation of their desire for a change in the way grammar is taught in the classroom. Second, the questionnaire responses may not reflect accurately their thoughts and their process. Because there were no kinds of measurements such as pre-tests and post-tests the teacher could not evaluate students' exact gains when they were taught in a task-based direction.

Nevertheless, the feedback to TBL in teaching grammar to students is good. We can conclude that most of the TBL approach seem to be suitable for high school students. Because 72% of students thought the new teaching method helped them remember the grammar structure easily and 66% of students agreed this approach helped them remember vocabulary better.

In short, whether teaching grammar through tasks is more effective or not remains a topic that is worth further researching. This helps the researcher partly answer the question of why language focus is not designed following TBL.

2.7.3. Solutions to teaching English grammar with TBL

It has been shown that besides the valuable advantages of TBL, teachers are encountering many difficulties that make them feel unsafe and unconfident when using this approach. The following ideas are considered the researchers' solutions to teaching grammar using the TBL approach.

With teachers' lack of understanding of theories and principles of TBL, it is necessary to supply them with materials and references about task-based, and many sample lessons should be taught. In addition, workshops and seminars on TBA should be held so that teacher can widen their knowledge, and exchange their experience about this. On the whole, teachers ought to have opportunities to attend training courses on task-based methods.

Another problem that often causes confuses to teachers when using TBL is they must perform lessons in a class with many students and the level of them is various. When the teacher gives a task, good students often finish the task before the others. In this situation, teachers had better adapt the task in the textbooks so that it suits their students' level. Besides, teachers also should put the students in pairs or groups so that good students can help the weaker ones.

To make plans in TBL direction, teachers have to spend a lot of time and energy. For this, they should have positive attitudes to this approach. They are interested in it and ready to read about it, to get full knowledge of TBL so that they may feel motivated to apply task-based methods in their grammar lessons.

With non-teacher factors such as textbooks and facilities, some solutions involve the help of the headmaster and authorities of the Education Ministry. For textbooks, we all know that most of the tasks in English 10 are not designed in TBL direction. So, teachers need to adapt them so that

they are not too easy or too difficult. Teachers have to find or should be supplied authentic material such as real contexts, songs, and funny stories.

With materials, more teaching aids should be provided such as projectors, CD players, and pictures.

One important factor is the teachers' instructions. When giving instructions, teachers ought to bear in mind that choosing a clear and comprehensible way of expressing what students have to do is essential. Some teachers use long and complex instructions that make students confused.

Finally, because this approach is quite new to both teachers and students, there are still many strains and obstacles when applying it. To make the application of TBL successful, certainly, many solutions are given.

However, in the case of performing the TBL approach at Phu Dien Secondary School, in my opinion, English teachers are still encountering lots of difficulties. To be successful, both teachers and learners need to make great attempts. Furthermore, the administrators' assistance and help are really necessary.

3. CONCLUSION

The goal of this study is to look into how TBL may be used to teach grammar to 8th graders at Phu Dien Secondary School. The researcher utilized both quantitative and qualitative methodologies. To achieve the objectives, questionnaires and interview questions were developed for teachers and students.

As previously said, high school assessments focus mostly on reading and writing, rather than listening and speaking. Furthermore, the success of students' learning is judged by their grades, hence the majority of teachers in this study teach grammar using traditional methods.

As can be observed, several obstacles arose when the teachers in my school introduced TBL, including a lack of awareness of TBL, students' passiveness and low level, a large number of students in a class, and a shortage of resources. Despite these hurdles, some teachers at my school have tried this strategy, as well as the researcher's example classes. It demonstrated that there were some benefits in contrast to other standard approaches. TBL helps pupils develop their communication skills. When students were taught grammar through TBL, the majority of them expressed a preference for this technique because it allowed them more opportunities to engage, share ideas, work in groups, and help one another.

Although the literature strongly recommends a TBA for teaching grammar, the current study reveals that while this strategy can be applied to the high school context, its impact may be less than that of the traditional approach. However, the study's findings suggest that this approach can be utilized to teach grammar even when it is presented more traditionally. So, the question of whether or not to employ a task-based method to teaching grammar remains open. This means that it is up to the teachers to determine if they want to adapt the grammar in the textbook to teach it task-based or not. Choosing between traditional and TBA is determined by the student's level of skill and the type of grammatical item to be taught. According to the researcher, teachers can and should be encouraged to use the TBA to teach grammar. It is worth noting that the application of the TBA may be more demanding on the teacher because it requires the teacher's expertise in "selecting and sequencing tasks, setting up optimum conditions for learning, recognizing quality learning opportunities, and judging when and how to intervene and when to move learners to the next phase" [10]. Based on the findings and limitations of the study, several suggestions for further research can be made. Firstly, the research should be carried out with a large number of participants and in a longer time. Additionally, as the first researcher's intention, this study would be more convincing if it had been carried out with a quasi-experimental method. Lastly, the research only focused on grammar so it is suggested that there should be more studies on other skills.

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ỨNG DỤNG PHƯƠNG PHÁP DẠY HỌC DỰA TRÊN NHIỆM VỤ TRONG GIẢNG DẠY NGỮ PHÁP TIẾNG ANH CHO HỌC SINH LỚP 8 TẠI TRƯỜNG TRUNG HỌC CƠ SỞ PHÚC DIỄN, HÀ NỘI

Tóm tắt: Nghiên cứu tiến hành áp dụng phương pháp dạy và học dựa trên nhiệm vụ (TBL) trong dạy ngữ pháp cho học sinh lớp 8 tại trường Trung học Cơ sở Phúc Diễn. Mục tiêu của nghiên cứu là tìm hiểu cách giáo viên áp dụng phương pháp TBL trong giảng dạy, khảo sát thái độ của học sinh đối với phương pháp này, và so sánh hiệu quả của nó với các phương pháp giảng dạy truyền thống. Để tiến hành nghiên cứu này, nhóm tác giả đã sử dụng phương pháp định lượng và định tính với sự tham gia của 60 học sinh và 6 giáo viên thông qua các bảng câu hỏi và phỏng vấn. Có thể kết luận rằng những lợi ích đáng kể của dạy ngữ pháp thông qua TBL thông qua kết quả khảo sát thái độ tích cực của học sinh. Các yếu tố cần xem xét khi áp dụng phương pháp dựa trên nhiệm vụ (TBA) trong giảng dạy ngữ pháp bao gồm trình độ tiếng Anh của học sinh và đặc điểm của các cấu trúc ngữ pháp trong chương trình học.

Từ khóa: Ứng dụng, trường trung học cơ sở, học dựa trên nhiệm vụ, phương pháp tiếp cận dựa trên nhiệm vụ, giảng dạy và học ngữ pháp.