

The use of tasks in the classroom

The use of tasks in the classroom has become an essential tool to develop language skills of students into the classroom; however, for some of them and for some teachers, their continuous use has led to the thought that these activities neither reflect real life nor elicit authentic communication. In other words, it has increased the perception that the course content is not related to whom they really are, and what they really want to do. That is the reason why projects in the classroom have been studied lately. Besides, this kind of methodology has been able to engage students in certain responsibilities, and encourage them to set their own goals with the purpose of showing a relationship between students' motivation and students' ability to process challenging materials which help them to achieve a common purpose according to their interests, needs and skills inside and outside the classroom. This paper particularly aims to analyse a project: CAMPBELL R, (1996): "The Music Project", from IT'S Magazine; which is designed to get learners to explore the music world; also, it is going to consider the strengths from and evaluate the aspects in which it has to be improved as a reference for those interested in understanding more the process of teaching English through this methodology. According to this, the project is going to be analysed according to its different stages. The idea is to identify the characteristics and strategies implemented along the process, reflect on the way it provides students with more opportunities to improve their learning development and other abilities. Finally, it is going to illustrate how some tasks and exercises create opportunities for students to negotiate meaning, increase their language tools, and notice how language could be used in different situations and activities which involve the discovery of their mistakes and their learning process as a basis for improving some aspects to review in the analysed material.

PART A: PROJECT ANALYSIS: As we can see through the analysis of many materials, we have realized that the process of learning and teaching a foreign language requires many elements. So, we have to take into account that it involves

active processes of investigation and reflection to explode learners' curiosity, interests and experiences since projects can promote, stimulate and develop other elements that, in a normal class, the teacher does not work with, such as creativity, the interest for searching a topic everybody has in common, and the ability to solve problems. Therefore, it is necessary to give importance to each stage the project is characterized because it provides us with a special way of organizing students' knowledge and the relationship between the school and other factors of their real life, as it is going to be explained below:

1. Planning Stage The success of a project depends very largely on how well organized the teacher is, and careful, detailed attention to planning the project will communicate confidence to the students (Fried-Booth, 2002, 13). According to the previous idea, this stage has to be designed in order that students can discuss the scope and content of their project, and learn time-management and delegation of skills to each other to develop a successful final product.