Practising (TBLT) Task Based Language Teaching In English Language Classroom: A Reading

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Abstract

Task based language teaching (TBLT) is one of the extensive teaching methods in current times. In this method, learners get themselves well-versed in language through tasks. The learners get intrigued instead of getting bored. This research paper deals with the acquisition of learners through Task based language teaching. It enhances the effectiveness of learning in English language classrooms. It encouragesthe learners to dedicate themselves to the surroundingsof the classroom. The paper implements various theoretical applications and methodological tools. The researcher observes the role of the learner and teacher in task based language teaching.

Keywords Task based language teaching (TBLT), Second Language Acquisition (SLA), Applied linguistics.

Introduction

Task based language teaching plays a prominent role in learning second language. Task based language teaching emerged from CommunicativeLanguage Teaching around the 1980s. Task based language teaching elevates the meaning of authentic language rather than depending on a particular form or text. To get well-defined information about Task based language teaching it is essential to know about Task. A task can be described as "an activity which learners carry out using their available language resources and leading to a real outcome" (Richard &Renandya 94). Learners enrich their language through various tasks. A task is a work assigned to Learners. A task should be performed by Learners without any influences from other

sources. This influence should not create an impact on learners. While performing tasks, learners must engage with available language sources. The learners are upgraded to the next level after completing tasks. This research paper deals with learners acquiring language through tasks.

Objectives:

(i) To analyze real-world tasks in the second language classroom.

(ii) To prepare learners to describe the task for second language acquisition.

(iii) To make the English language classroom a functional one.

(iv) To understand the possibility of practicing Task-based language teaching (TBLT) in English language classroom.

(v) To understand the effectiveness of bringing Task-based language teaching (TBLT) in the process of second language acquisition.

Definition of Task

As the task plays a vital role in Task based language teaching, various authors have given definitions of the task, especially David Nunan. David Nunan justifies"Task Based Syllabus can be progressed with two types namely Real world or Target taskand Pedagogical task" (Nunan 1). As the name suggests, the Real world or Target task deals with the outside world and exceeds the farther side of the classroom. Through this task, learners can adapt oneself to real circumstances. The learner can easily adapt to the usage of language in the real world. The pedagogical task is entirely different from the real world or target task. Pedagogical task primarily focuses only on the classroom. The language usage of learners revolves around the surroundings of the classroom.

Description of the Topic

This research paper deals with language development through Task based language teaching. The topic further states that learners inculcate language without any hardships. The learners are supposed to speak the language fluently without any barrier and further it aims to develop Task based language teaching among learners.

Background Study

In the traditional method of teaching, the teacher asks the learner to memorize the text. This method of memorizing makes the learner score high grades but it doesnot improve the student's language. The learner relies only on text and starts to lack creativity. This is the drawback where the graduate student fails to speak English fluently.

Task based language teaching paved a new way for teaching methods. It engages the learner with interesting tasks. The ultimate goal of Task based language teaching implies, "Much TBLT research has aimed to understand the process that learners engage in developing shared understanding while completing tasks" (Lambert et al. 2).Lambert et al.claim that learnersacquire language by engaging themselves with various tasks. The learners get a complete understanding of the language after finishing certain tasks.

Task based language teaching is considered an improved version of Communicative Language Teaching. Both Task-Based Language and Communicative Language Teaching focus only on Instructional Material and authentic language. Task based language teaching first emerged from the Communication Language Teaching project in India by N.S Prabhu. According to Prabhu, Tasks in the classroom nourishlearners' cognitive abilities. He presents that "Meaning focused activity in classroom can be divided broadly into three types, Information gap activity, Reasoning gap activity and opinion gap activity" (Prabhu 46). Prabhu advocates that Information gap activity involves sharing information from one person to another. He further explains that Reasoning gap activity provokes new information from already existing information through deductive methods and Reasoning. In the opinion gap activity, Prabhu points out that learners can express their feelings according to the specified situation. Through these activities, learners learn the language without any difficulties.

Hypothesis:

(i) Designing tasks and activities can help second language acquisition.

(ii) The processof English language learning can effectively be acquired through task-based language teaching (TBLT).

Review of Literature

Richard and Renandya expressthat, the learners succeed in an outcome with available language sources through tasks.He admits that learners should negotiate the particular meaning of the sentence, paraphrase, and tend to experiment while the learners perform tasks to develop language (Richard &Renandya 94).David Nunan suggested that task-based syllabus can be classified into two types namely, Real-world or target tasks and Pedagogical tasks. He explains that Real world task exists outside the world whereas pedagogical task exists within the world (Nunan 1).Lambert et al.explain that the ultimate goal of TBLT is to make the learners develop and understand language by engaging themselves with tasks. The learner progresses after the completion of the task (Lambert et al. 2).Prabhu exemplifies the necessity of the task while learning a language through Task based language teaching. He further classifies meaning focused activity in three ways Information gap activity, Reasoning gap activity, and Opinion gap activity(Prabhu 46). He also defines the contribution of teachers in task based language teaching.

Mike Long advocates that the task helps to improve learners' ability and helps them to deal with the new language. He advocates that task based language teaching plays an essential role in learning a second language (Long 6).

Dave Willis and Jane Willis emphasize that Task based language teaching is a goal-oriented activity achieved with the help of the teacher's traditional role.The teacher motivates the learner to complete their goals. Jane Willis lists out the pre-task language activities to improve the wide exposure of language among learners. The pre-task language activities enhance the skills of the learner. The learner's skills can be improved with pre-task language activities such as brainstorming, memory challenges, and mind maps (D.Willis & J. Willis 43-44)

Shehadeh and Coombe claim that the teacher plays an effective role in assigning a task to the learner.He further elucidates that, the teacher acts as an interactional partner who facilitates the tasks and analyzes the learner's conception and productivity (Shehadeh and Coombe 198).

Richards and Rodgers aver that the important role of

the teacher is "selector and sequence of task, preparing learner for tasks, consciousness-raising, monitor" (Rodgers 188). The teachers act as monitors and have to assign tasks according to the capacity of the learner. Richards and Rodgers exemplify that the primary roles implied by learners in task work are Group participant, Monitor, and Risk-taker.

Canale and Swain presented a Communicative competence model thatincluded Grammatical competence, Sociolinguistic competence, and Strategic competence (Altun 17).Vesna Bagaric and Jelena Mihaljevic Djigunovic explain that, "Canale and Swain understood communication as a synthesis of an underlying system of knowledge and skills needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and other aspects of language use" (Bagaric &Djigunovic 96). According to them, both knowledge and skill are required for communicative competence.

Theoretical Applications:

Richard and Rodgers state that, "Krashen has long insisted that comprehensible input is the one necessary (and sufficient) criterion for successful language acquisition" (Richards & Rodgers 228). According to Krashen, "Language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained" (Tricomi 60). The learners learn the language through certain structures and patterns stored in their minds. Later, the learners consciously use the obtained knowledge.

Communicative competence was developed by Dell Hymes. Communicative competence is the knowledge developed by learners to communicate according to dissimilar contexts. Communicative competence is the ability to adopt skills according to the particular context. The goal of communicative competence is achieved through socially convenient conditions.

Canale and Swainproposed a Communicative competence model and included grammatical competence, socio-linguistic competence, and strategic competence in their model (Altun 16). Grammatical

competence articulates the clarity of language rules. Grammatical competence primarily focuses on grammar, vocabulary, syntax, punctuation, spelling, and pronunciation. Grammatical competence helps the learner to acquire knowledge of grammar unintentionally. Cuellar in his articleexemplifies the views of the Council of Europe.   According to theCouncil of Europe, this competence is defined as knowledge of, and ability to use, the grammatical resources of a language.Cuellar describes grammatical competence as "the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae)" (Cuellar 14-15). Grammatical competence does not occur directly in Task based language teaching. However, the learner requires grammatical structures through the completion of tasks. By repeating the process of accomplishing the task, the learner acquires grammar consequently.

Sociolinguistic competence helps learners tocommunicate relevantly based on a particular context. Ahmed Reza in his articleexemplifies the views ofCanale and Swain's modelwhich addressed both sociocultural rules and rules of discourse considering their impact on learning as: "addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction" (Eghtesadi 35). He explains that the utterances produced by learners are based on the sociolinguistic context. Strategic competence deals with both verbal and non-verbal communication strategies which areconverted into an action. Strategic competence plays an effective role in task-based language teaching.

Methodology
The methodology gives an outline of the research handled by the researcher. Methodology exemplifies the process of collecting data that is carried out in research. Richards and Rodgers point out the sequence of activities propounded by Van Gorp and Bogaert as "Such activities are motivating the learner to perform tasks, supporting task performance, the post-task phase" (Richards &

Rodgers 190). He further explains that in introducing the task, the learners get an outline of the task. The learners should be encouraged to perform the task. Learners have to prepare themselves to perform tasks. This task helps the learners to adapt to the surroundings of the existing world. Supporting task performance is considered the next activity which involves the learner concentrating both on the meaning and form of the language. The major concept in supporting task performance deals with the interaction between teacher and learner. During this interaction, the learner endorses intellectual ability. The post-task phase deals with the impact of tasks created among the learners.

Jane Willis in her articleexemplifies the sequence of pre-task, while-task and post-task activities and further classifies the sequence into a pre-task focus, a focus on task cycle, and a language focus. According to Jane Willis, "Pre-task language activities involve classifying words and phrases, odd one out,matching phrases to pictures, Memory challenge, Brainstorming, Mind maps, thinking of a question to ask, teacher recounting a similar experience" (J.Willis 43-44). The Learners are asked to go through the words and phrases. This improves the wide exposure of language to the learners. The odd-one-out activity helps the learner to understand the correct usage of words in the language. The learner inculcates language through various interesting and creative activities such as matching phrases to pictures and memory challenges. Learners during the memory challenge activity recollect the picture image stored in their minds and arrange in a particular sequence based on meaning related to the image.

Brainstorm ideas:Brainstorming is a method to solve problems. Brainstorming allows the learners to think in their way without any distractions. Dave Willis and Jane Willis explain "Brainstorminghas been found an extremely effective way of getting even shy learners involved in topics and promotes richer task interaction" (D.Willis&J.Willis41). Dave Willis and Jane Willis state that brainstorming encourages shy learners to get into a developed task interaction. The learners build confidence through brainstorming. Brainstorming sessions are carried out by a teacher or else conducted in groups among learners.

Factfinding Methods: Dave Willis and Jane Willis statethat "Factfinding involves asking the learner to ask for specific facts in books or leaflets or on a website, or to ask other people outside class" (D. Willis &J. Willis 42). According to Dave Willisand Jane Willis, the learners are asked to find facts from various sources such as books and websites. During factfinding, the teachers introduce the topic and assign tasks as homework for the learners. The learners get a deep understanding of the given topic and learn to apply it to the learning process.

Quantitative and Qualitative Method: Quantitative and Qualitative methods are used to record the observation of learners. The researchers collect data to evaluate the level of learners and their ability to acquire language.

Methodological Tools

Audio and Visual aids: Audio and Visual aids play salient features in Task-based language teaching. The Learners listen to various recordings and try to follow them. For example: If the learner listens to any native speaker, the learner tries to observe and follow the accent of the native speaker. To assign the task to the learners, the teacher can post any image and ask the learners to describe it in the target language. This practice helps the learner acquire language effectively. The creativity of learnersis enhanced by completing the task with audio and visual aids.

English language lab: TheEnglish Language Lab is a classroom that engages the learner with certain equipment such as computers and teaching aids. English Language Lab improves the proficiency of the learner. The learners inculcate the accent of native speakers through audio aids. Learners can repeat the recording and practice repeatedly, which is highly beneficial for them.

LCD projector: Projectors attached to Liquid Crystal Display (LCD) are called LCD projectors that picturize screen images. This multicoloured representation on presentation grabs the attention of learners. The focus of the learner can be ameliorated through an LCD projector. The learners get multitudinous approaches while learning in this way.

Group/Pair work: Overcrowded classrooms can lead to certain drawbacks. To avoid certain issues learners can be divided into certain groups or pairs. This makes the learner

interact with others and they can express their views without any hesitation. The urge occurs among the learners to complete the task first. The teacher can analyze every student's ability by separating them into groups.

Exercises: Exercise is a practice that leads learners to achieve their goals, which include completing tasks. Some examples are:completing the paragraph, finding a solution for a particular problem, and topics given to learners to prepare fora debate.

TBLT contrasts with PPP

Richards and Rodgers advocate, "TBLT often seeks to contrast it with Present-Practices-Production (PPP) strategy" (Richard & Rodgers 175). Task based language teaching has distinct features when compared with the Present-Practice-Production approach. The PPP approach has a fixed framework and is unnatural whereas Task based language teachingdoes not have any fixed structures and acts in a natural way.

Present-Practice-Production (PPP) requires three stages namely Presentation, Practice, and Production. The first stage is called a Presentation. In the first stage of the Presentation, the learners learn the presented topic. The learners get clarity of content and its meaning. For example, the construction of any situation. The next stage is practice. As the name implies, the learners practice and repeat what they have learned in the first stage. Examples are Drill exercises and filling the gap. In the final stage, the learner tries to express what they have learned in both the first stage and the second stage and the learner tries to produce language liberally. Tomlinson points out, that Present-Practice-Production is, "an approach to teaching language items which follows a sequence of Presentation of the item, practice of item and then production of item" (Tomlinson xv). Tomlinson in his workexplains the sequential order of the Present-Practice-Production Approach.

The Presentation-Practice-Production approach follows the deductive way of teaching whereas Task based language teaching focuses on the inductive method of teaching through a deductive way, the learners practice the language with certain rule structures. In the Inductive method, the learners learn a language without any rules

or conditions. The major difference between the PPP Approach and TBLT isthatPPP is teacher-centered whereas TBLT is learner-centered. PPP Approach gives priority to teachers whereas TBLT primarily focuses on learners.

Role of aLearner

Task based language teaching is considered Learner-centered. Learners play a crucial role in Task based language teaching. The major role of learners is to complete the assigned task. The Learners enrich their language ability by finishing assigned tasks. According to Jane Willis, "Task-Based learning with its holistic approach would seem, in its purest form, to favour the styles of holistic learners" (J.Willis 10). The holistic approach explicates the whole personality of the learner. This holistic approach evaluates the learner's mental ability and creativity. Jane Willis suggests that Task-Based learning is suitable forholistic learners.

Rodgers advocates that "Primary roles that are implied by task work are: Group participant, Monitor, Risk-Taker" (Richards & Rodgers 187). The learner completes the task within pairs or groups. The learners enthusiastically engage themselves with the group to complete tasks. Interacting with groups does not make the learners feel bored. The learners play the role of monitor. The learner should be attentive and observe the use of language in communication. Rodgers emphasizes that the "Learners themselves need to "attend"not only to the message in task work, but also to form in which such messages are typically packed" (Rodgers 188). The role of the learner is not to limit oneself to closed-task work circumstances but to think beyond the task work. The learners have to understand the message transmitted in the language. The learners act as risk-takers. Rodgers points out that learners adopt linguistic and contextual clues, asking for clarification and consulting with others.

Jane Willis advocates six tasks: "Listing, ordering and sorting, comparing, problem-solving, sharing personal experiences and creative tasks" (J.Willis 26-27). Jane Willis claims that in listing, the learners express their ideas after the task is listed. The listing process requires Brainstorming and Factfinding. In brainstorming, learners elucidate their expertise. The significant role of ordering and sorting justifies identifying items in contrasting and

arranging ways in sequential order. In comparing, the task involvesdiscoveringsimilarities and differences. Problem-solving requires the Learner's abilityand reasoning skills. Examples of problem-solvingtasks are findingfacts and solving problems. The Learners share their experience in sharing personal experience tasks. TheLearners are assigned to do creative work in creative tasks.According to Jane Willis, this type of six tasks improves Leaner's ability to learn Language.

Various tasks are bestowed for effective language development toinfuseTask based language teaching among thelearners. The learnerreaches an expeditious state through the task inTask based language teaching.

Role of a Teacher

Task based language teaching is not only learner-centered but also the teacher plays a vital role. According to Shehadeh and Coombe, "During task execution, teachers need to play a full part as crucial interactional partners who facilitate the tasks" (Shehadeh & Coombe 198). Shehadeh claims that during Task based language teaching the teachers play a crucial role which is to interact with the learner's conception and productivity. The teachers have to motivate the learners. Motivation boosts the learner's ability. Motivation boosts the inner energy of the learner. Motivation urges the learner to complete the assigned task.

The importance of the task is clarified by Prabhu as, "An activity which requires learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process was regarded as task" (Prabhu 24). The teacher modulates the process of learning and has the authority to regulate the learners. The learners achieve the real outcome of the task with the teacher's help. The teacher has to assign the task simply. Language should be designed according to the level of learners. Prabhu explains that, "In planning a task for any lesson, the teacher considered, among other things whether it would be possible to set tasks in language simple enough for the class to understand" (Prabhu 58). Prabhu advocates that the task should be assigned in simple language. The learners can face difficulties due to hardship in language.

Richards and Rodgers proclaim the additional roles of the teacher namely "selector and sequence of tasks, preparing learners for tasks, consciousness-raising, monitor" (Rodger 188). The important role of the teacher is to select and adapt tasks according to the needs of learners. The teachers have to facilitate task accomplishment in the learners. In consciousness-raising, the learner contributes only to form. The teacher must monitor and give feedback to learners. According to Dave Willis and Jane Willis, "In the task-based classroom teachers still fulfill their traditional role of providing language knowledge and input…" (D.Willis&J.Willis 113). Dave Willis and Jane Willis claim that teacher satisfies their traditional role in Task based language teaching by supporting the student to acquire knowledge. The teacher should be highly effective and have accurate fluency. The learners admire teachers and learn from teachers. The learners assume the teacher as their role model and follow the teacher's way. So, the teacher should possess a high standard of language. Task based language teaching promotes authentic language through tasks. Learners acquire language directly without knowing that they are learning the language. The learners are actively engaged with the task.

Task based language teaching endorses the learner's creative and interaction skills. It also builds confidence among learners. The learners who have the attitude of polite and shy behavior will also get improved. While doing tasks in groups, the learners admire fellow learners. When a fellow learner completes the task, it urges other learners to finish the task.Task based language teaching stresses the tasks to the group of learners. Mike Long advocates, "TBLT starts with a Task-based needs analysis to identify the target tasks for a particular group of learners. What they need to be able to do in the new language"
(Long 6). The task helps thelearner's ability to learn a new language. TBLT helps the learner to acquire the second language in a simple way.

Conclusion

This research has dealt with how learners acquire language through task based language teaching. The language learning classroom can be effective in task based language teaching. Various authors and researchers have

proved that task based language teaching is highly beneficial in learning language. Apart from the traditional role of learning,task based language learning enabled learners to learn the language without any difficulties.

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