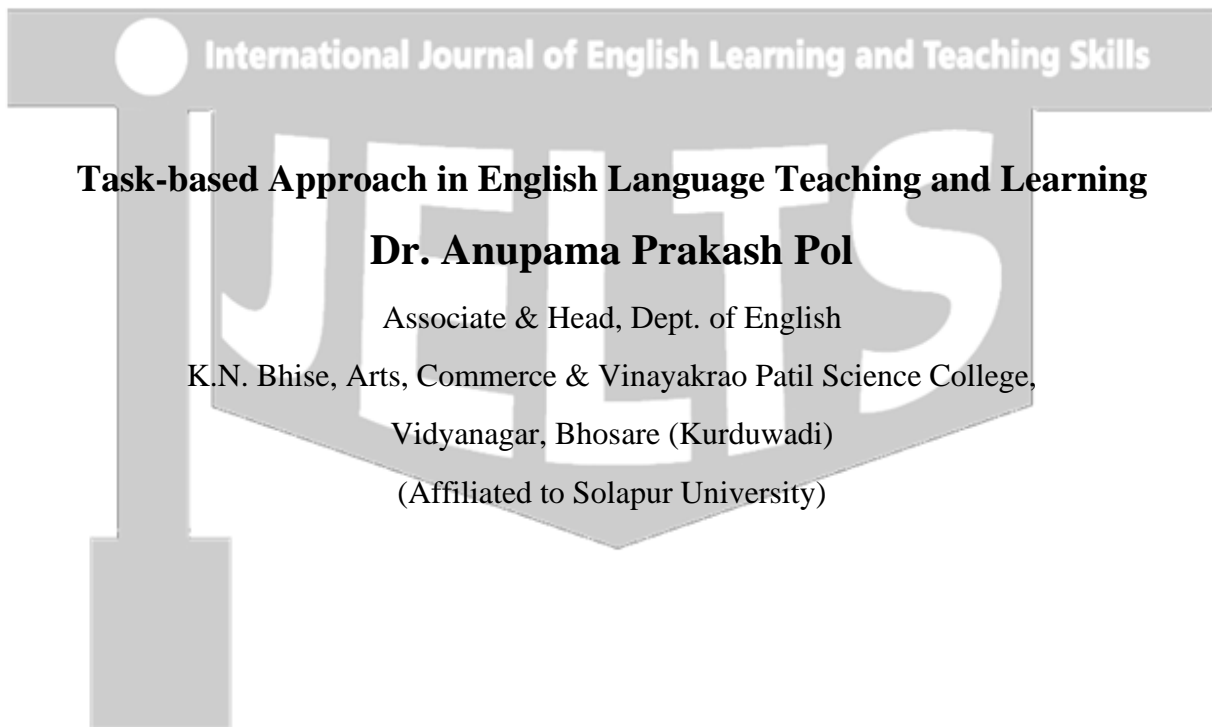


Running Head: TASK-BASED APPROACH IN ENGLISH LANGUAGE TEACHING AND LEARNING 1



ABSTRACT

Today classroom language learning and teaching is a more complex task and a challenging job for language teachers. They may find themselves in a position where all ICT technologies are at their disposal for example - computer, internet, video, etc. Though at some point, we may find ourselves in a place where even a blackboard is sufficient and effective tool for teaching, learning process of language. The present paper will focus on task-based approach in English language learning. At first, the paper will discuss the language teaching methods especially, the student / learner-centric methods in English language teaching. It attempts to state how task-based teaching leads to language learning. It also tries to state how linguistic competence is developed and how it involves the process of understanding, thinking and stating outcomes. The learners engaged in an effort to understand and express meaning in their target language. The learner in a task-based classroom can get their meaning across by means of ungrammatical expressions with the use of task-based approach learners can achieve grammatical conformity in their use of Target language. In the present paper we will discuss the difference between various student/learner-centric methods. It will highlight the task-based approach in English Language Teaching + The paper will try to illustrate the Task-based Approach with the help of various tools used in the actual English language classroom. This particular method will be helpful for creating rule focused activities, form focused activities, meaningful activities and meaning focused activities. It helps to create more interactive groups of learners in the English language classroom. This approach tries to create interest and enthusiasm among the learners regarding the Target language. This paper intends to create resourceful language teachers in any kind of circumstances. It tries to bridge the gap between language study and language use. In short, the paper presents an effective learner-centric method for English language Teaching in real classroom situations.

Keywords - English language Learning, Target language, Learner-centric methods, Task-based Approach, English Language Teaching, Linguistic Competence

Introduction

Language Teaching Methods are care part of teaching-learning process. There should be a proper link between actions and thoughts in the process of teaching and learning. The actions that the teacher use are the methods or techniques. The thoughts in the mind of the teacher are principles of teaching any topic of language. There are variety of techniques that the teacher use in the Process of teaching/learning a language. Some of the techniques might require a kind of training while others can be implemented easily by any language teachers. A teacher must be free to experiment and adopt the techniques to the context of teaching. Some important techniques can be listed as - Grammar Translation Method, Direct Method, Audio-Lingual Mothed, silent Way, Desuggestopedia, Community language Teaching, Total Physical Response, Communicative Language Teaching, Content-based, Tack-based and Participatory Approaches, Learning Strategy Training Co-operative Learning and Multiple Intelligences. As a teacher of language he has thoughts about the subject matters dies the language, culture, students etc. As a teacher we must be aware of these thoughts which guide the teacher's actions in his classroom. A teacher have his own thoughts. a teacher regarding how he can help his language. learners while teaching the language. With this awareness, it will be useful, for a teacher of language to achieve his goals effectively and successfully.

Objectives

The present paper has the following objectives

- To create awareness regarding the use of learner-centric methods
- To introduce English Language Teaching Methods
- To discuss the principles of ELT Methods
- To explain use the advantages of Task-based Approach
- To discuss advantages of Task-based Approach

English Language Teaching

The teachers of English language have used countless methods and techniques. Most of the time the language teachers concentrated on trying to teach language by any kind of method so that their learners learn the Target Language. There is a difference between learning and acquisition of Target Language. There is always a discussion about whether acquisition and learning' are the same or different. The process of acquisition takes time and patience, while the process of learning become possibly only in the early school years. Whatever we learn may be forgotten afterwards but whatever we acquire will remain relatively permanent. The process of learning is useful for monitoring, correcting or translating from the original material. The process of acquisition started earlier and it can be in the Target language or native language. The acquisition works for everything and for all of the matters, while the learning works for only those items that can be stated simply. There is an essential difference between the process of learning and acquisition. The students learn from what is put in front of them and acquires many parts of language with their performance. As a teacher of language, we can balance them against each other and combine them so that each will promote the other.

Learner-centric Methods

A method is a coherent set of the links between thoughts and actions of the teacher in the classroom. There are different techniques for teaching and learning any language. Each teacher of language can think of different techniques in different situations in comparison to other teachers. The techniques used by the language teachers most probably depends upon the philosophy behind it or thought of the teacher. We will discuss those methods which are practiced today and are completely focused on learners. So, these techniques will lead to effective teaching and learning of English as second language in the classroom.

1. The Grammar Translation Method

This method is not new for English language teachers. It is also termed as Classical method, as it was first used for the teaching of classical languages like Latin and Greek. It was also used for helping the students to read and appreciate foreign language literature. It is believed that through the study of grammar of the Target language, students will learn their native language. The learners know the grammar of their language and use their native language more effectively. It will help the learner to grow intellectually. The mental exercise of foreign language learning would be beneficial for the learners.

Principles

- The purpose is to read literature written in the Target Language.
- The role of teacher is traditional. The teacher has the authority in the classroom and learners have to Follow the instructions of the teacher.
- The learners have to translate from one long to another by memorizing native language rules for Target Language.
- Less student interaction and initiation
- Literary language is considered superior than Target Language.
- More emphasis on grammar and vocabulary
- Primary skills are reading and writing
- More use of native language by the students
- Evaluation by translation from native language to Target Language

- Teacher supplies the correct answers to the students.

2. The Direct Method

The direct method is very familiar for English language teachers. It was reviewed as a method to use the foreign language for communication purpose. It was popular because the students can-not use Target Language communicatively. In this method the meaning is convey directly in the Target Language through the use of demonstration and visual aids.

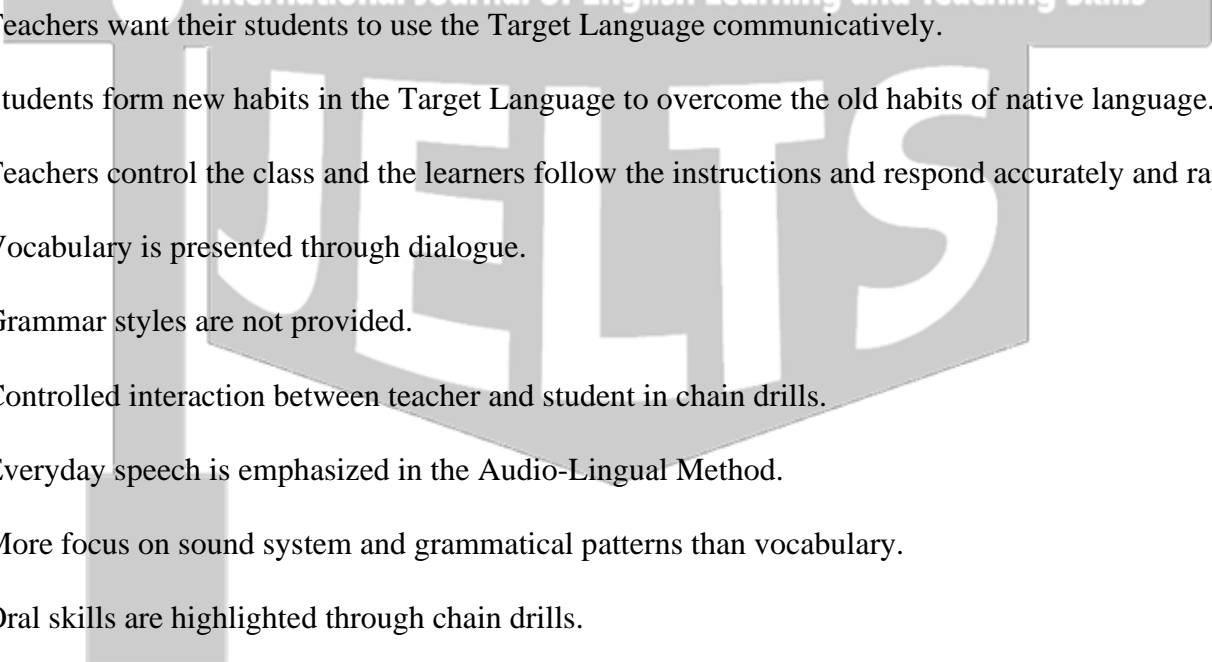
Principles

- Teachers intend that students will learn to communicate in the Target Language.
- The teachers and learners are more like partners in the teaching learning process.
- Grammar is taught inductively.
- Students are not allowed to use native language. No translation in native language.
- Students practice vocabulary by using new words in complete sentences:
- Interaction between student-teacher, teacher-student and student - student.
- Students learn the use of Target Language in real-life situations.
- More focus on vocabulary and less focus on grammar
- Attention on speaking skills
- Students are asked to use oral and written skills for evaluation.

3. The Audio-Lingual Method

It is an effective oral based approach than the Direct Method. The students learn to use different grammatical sentence patterns in the Target Language. The learners can overcome the habits of native language and form the new habits required to communicate in the Target Language.

Principles

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- Teachers want their students to use the Target Language communicatively.
 - Students form new habits in the Target Language to overcome the old habits of native language.
 - Teachers control the class and the learners follow the instructions and respond accurately and rapidly.
 - Vocabulary is presented through dialogue.
 - Grammar styles are not provided.
 - Controlled interaction between teacher and student in chain drills.
 - Everyday speech is emphasized in the Audio-Lingual Method.
 - More focus on sound system and grammatical patterns than vocabulary.
 - Oral skills are highlighted through chain drills.
 - Use of native language is avoided.
 - Oral tests are framed for evaluation.

4. The silent Way

Linguist Noam Chomsky states that language must not be considered a product of habit formation, but rather of rule formation. The new Cognitive Approach to language teaching and materials were developed

with deductive and inductive grammar exercises. There is no any language teaching method that is developed directly from the cognitive Approach. It is developed from various innovative methods.

Principles

- Teaching is subordinated to learning.
- Teachers intend that learners should be able to use the language for self-expression.
- Teachers' role is very important. Teachers provide help if necessary.
- Focus on student's perception and provide exercises.
- The teacher sets up situations that focus student attention on the structures of the Target Language.
- Students get autonomy in the language by exploring it and making choices.
- Teacher is silent but very active. Teachers speak only to give clues or hints. Student- student verbal interaction.
- Sounds, pronunciation, melody is worked more prominently.
- All four skills are worked.
- Native language is used for instructions only. No use of native language.
- The teacher is responsive to immediate learning needs. The teacher does not praise or criticize the learner. He looks for steady progress of the learners.
- Students are encouraged to explore the Target Language with or without errors. Students try to correct their errors themselves.

5. Desuggestopedia

It is also termed as an effective humanistic approach. It is an approach where there is respect for student's feelings. There are some psychological barriers in language learning. We do not use the full mental power that we have. We use only five to ten percent of our mental capacity. This reserved capacity should be used for better performance. This application may be helpful to overcome the barriers of learning.

Principles

- Mental powers of the students are tapped.
- Teacher is the authority in the classroom.
- Students trust and respect the teacher.
- Bright and cheerful feelings among learners
- Dramatization, games, songs, questions may be included.
- Student-teacher, teacher-student and student-student interaction
- More attention is given to the feelings of the students.
- Psychological barriers are de-suggested.
- Language is the first of two planes in the two-plane process of communication.
- Vocabulary is emphasized.
- Speaking communicatively is more focused.
- Native language translation is used for better understanding of the learners.
- Students are evaluated through class performances. No formal tests.
- Errors are corrected gently.

6. Community Language Learning

Teachers consider their students as 'whole person'. It means that students are considered not only at intellectual level but also at psychological level. The learner's feelings, reactions, and desire also considered in learning process. Curran believed that way to deal with the fear of the students is to become language counselors. The teacher who can understand the struggle of students by reading their faces. Teachers understand the fears and become sensitive to help them to overcome their negative feelings.

Principles

- Building relationship is very important.
- New learning experience can be threatening.
- Language is for communication.
- Superior knowledge and power of the teacher can threaten the students.
- Teachers have to be sensitive towards the learners.
- Students feel more secure when they know the limits of the activity.
- Teachers and students are whole person.
- Learners feel free to lower their defenses.
- Teachers counsel the learners.
- Native language is used to communicate for clear understanding of the students.
- Teachers take complete responsibility of the activities for successful completion.
- The teacher encourages the learners.
- Students learn best when they have a choice in practice.
- Students need to learn to discriminate.
- In groups, students learn a sense of community and can learn from each other as well as teacher.

- Builds trust and reduce threat.
- Retention is best for best understanding.
- Students can reflect what they have experienced.
- Students are more willingly to learn when they have created the material themselves.

7. Total Physical Response

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It can be named as the Comprehension Approach. The importance is given to listening comprehension. Emphasis is placed on students developing basic communication skills and vocabulary.

Principles

- Reduce the stress and encourage students to increase language proficiency.
- The teacher is the director initially and later on students will be interactive.
- Students learn by observing actions (nonverbal)
- Students feeling of success and low anxiety facilitate learning.
- Students have to follow the commands till the success.
- Develop flexibility in understanding novel combinations of Target Language.
- Language learning is more effective when it is fun.
- Spoken communication is more focused than written communication.
- Students are expected to make errors. Teachers tolerate them.

8. Communicative Language Teaching

It aims broadly at the application of the theoretical perspective of Communicative Approach. The goal of this method is communicative competence. It is developed through the acknowledgement of the interdependence of language and communication.

Principles

- Language as it is used in real context.
- Figure out the speaker's intention.
- Target Language is vehicle for classroom communication.
- One function may have many different linguistics forms.
- Student work with language at the discourse games are important because they have features in communicative events.
- Students are given opportunity to express their opinions.
- Errors are tolerated and seen as natural outcome of the development of communication skills.
- Teacher's responsibility is to establish situations to promote communication.
- Communicative interaction encourages cooperative relationships among students.
- The social context of communicative event is essential in giving meaning to utterances.
- Learning to use language forms appropriately is important part of communicative competence.
- Teacher acts as a facilitator in setting up communicative activities and act as an advisor during activities.
- Speaker has choice in communication.
- Students learn vocabulary and grammar.
- Students get opportunity to listen language.

9. Task-based Approach

To make the communication more effective, content based, task-based and participatory approach is used. A Task-based Approach aims to provide learners with a natural context for language use. They have a lot of opportunity to interact when they begin the task. This kind of interaction leads to better language acquisition and express their own meaning with confidence. During this task, they have to comprehend correctly seek clarifications and correct themselves. In the interaction, they listen to each other and learn from each other the and get the knowledge to use it later.

Principles

- The class activities have perceived purpose and a clear outcome.
- A pre-task is helpful to see the logic involved in the activity.
- The teacher breaks down into smaller steps the logical thinking process necessary to complete the task.
- Teacher ensures that many students as possible in mixed ability class group the nature of the activity. - class negotiations
- Proficient speakers use when interacting with less proficient speakers inside and outside the classroom.
- Teacher supplies the correct Target Language form by reformulating what the students have said.
- Students have to listen to different parts of a total set of information they need to complete a task, gives them opportunity to engage in authentic speaking and listening.
- provides opportunities to develop compressions and speaking skills.
- Students receive feedback on their level of success in completing the task.
- Overall focus is on meaning
- Student have input into the design and the way that they carry out the task.

- It leads to meaningful interaction.

Tools Used in the Task-based Approach

A resourceful English language teacher always uses activities, strategies and games which are designed to exploit the resources and tools around us. As a language teacher, we have to think about what else can we do to create interest and interaction of students in the classroom. A teacher has to be flexible in the way to use the activities. We can use different lesson formats and stages in the activities for greater success.

Examples of Activities

- Dialogues can be presented in a variety of ways and then practiced in order to memories phrases or work on stress, rhythm or intonation.
- A circle game can be played for practicing grammar and make it more challenging.
- Articles activities can be used to establish strategies of the learners for developing reading skills.
- Word box activities can be used to build up active vocabularies of the learners at primary level.
- Questionnaires can be used for personalized speaking tasks where students are reluctant to voice their opinions spontaneously.
- Newspaper activities can be used for developing reading skills, scanning and skimming the articles.
- Song based activities can be used for memorizing and retention. It is most useful for developing listening skills and reading skills of the learners.
- An icebreaker activity can be used at the beginning of the course to welcome and warm up the learners.
- Warmer and fillers are used mostly by all teachers at regular session.

- Questionnaires can be mostly used for recycling language and prepare interaction in themselves for confident interaction in any language.
- Dictionaries can be used as an everyday tool in language classroom. It helps the learners for their independent study and developed dictionary skills.

In a language classroom, a teacher always needs an effective tool to plan his own activities. There are various tools that can be used in the language classroom and that can be easily available anywhere and at any time. Some of the best important tools are newspaper, articles, dialogues, questionnaires, word box, dictionaries, OHP, computers, radio and video clip or recorded CDs or DVDs. All these tools can be effectively used by a language teacher in his classroom for better understanding of language context. It is the duty of the teacher to use these tools effectively so that his learners will be more attentive and interactive. A resourceful language teacher uses these tools very effectively for his regular sessions. Let's discuss some tools to create task-based activities for the learners and how to implement it in the actual classroom sessions. All tools mentioned above are mostly used in Task-based Approach for better result in language learning. All these Task-based activities are student-centric, so it comes out with grater results after successful implementation by a resourceful language teacher in his classroom.

i) The OHP

The Overhead Projector is a wonderfully available tool and used flexibly by the teacher in the classroom. It allows the teacher to make the whole text available to the student instantly and within a limited time

without showing his back to the class. It helps the teacher to control the whole class by making the use of different colours in the transparencies. These can be reused in the class at any time. These can be useful for class task, group discussions and individual writing tasks. OHP's helps the teacher to create an atmosphere of concentration and visual images will become stronger. It can be used for role-plays, discussions and group activities. It can be also helpful for staging a lesson.

The OHP's can be used within a variety of existing text such as advertisements, letters, and songs. In different situations teacher can use it with different techniques. It can be implemented for grammar, discourse, vocabulary, pronunciation etc. We will discuss one example of an activity with the use of OHP.

Name of the Activity: Back to the Picture Questions

Level: All levels

Activity Type: Competitive activity/ game

Equipment: OHP with transparencies

Steps

1. Teacher will choose a picture that he wants to practice. It can be a picture with a lot going on so that students will be more interactive. It can be focused on the use of any kind of particular tense to say about the picture. It can be a photograph of a landscape to elicit the language of mood and environment at higher level.
2. Teacher will project a picture or image so that everybody can see it. Students will look at the picture for some period (fifty seconds). Teacher will stand in front of the picture and asks the students to raise

questions in their mind. The students will ask so many questions in order to test the memory of teacher.

The students will practice their English language.

3. Teacher can make this activity into a game by telling the students to make mistakes in a given time. (ten mistakes in three minutes).

4. Teacher can extend this game or activity by placing a student at the place of teacher with a new picture in the class. Other students will raise questions after looking the picture for fifty seconds to test the memory of the student in front of them.

ii) Computers

Computers are particularly suitable for the progress of writing activities, where text can be edited and redrafted. The script is always legible on computer screen, mistakes can be corrected tidily and words can be moved easily. We can save the incomplete text and use it for the next lesson. Any material that is created in the computer can be reused many times. It is possible to make printed copies of student created works. For group activities the use of computer as a tool is the best technique for better results in language learning. It can be adopted for self-access. We will discuss one example of an activity with the use of computer as a tool.

Name of the Activity: Gapless Gaps

Level: All levels

Activity Type: Whole Class

Equipment: Single/Multiple Computers

Steps

1. Teacher will choose the word file or text and take out one group of words from it. These words can be verbs, articles, prepositions, nouns or pronouns. Teacher will not indicate where the words are missing in the text.
2. Teacher will ask the students to complete the text.
3. After this activity, teacher will take out all punctuations. Teacher can make the whole text at lower case and ask the students to correct the text with punctuations.
4. Students will correct the punctuations. Teacher will have to monitor and observe the whole class.

iii) **The Radio**

This is an effective tool for developing listening and speaking skills of the learners. It is possible to pick up any radio station which broadcast in English language. We may take probably the BBC World Service and the Voice of America. These stations transmit a variety of programs such as news, sports, soap operas, pop music, youth programs and specific programs for English learners. These stations can be used in the classroom as a current authentic source of listening material. It will give immediate information on topics in which students are interested. It can also be used as basis for discussion and role play. It will raise awareness of phonological features of English language and help the learners to predict what the speaker is about to say, using linguistic clues. We will discuss one example of an activity with the use of the Radio.

Name of the Activity: Pauses

Level: All levels

Activity Type: Whole Class

Equipment: Tape-recorder, Recorded Broadcast

Steps

1. Teacher will record a broadcast that has many sets of phrases, collocations, idioms or clichés. Teacher can choose any news programs, interviews with politicians or celebrities for better results in language learning.
2. Teacher will play the recorded broadcast on the tape-recorder in the class. Teacher will take a pause wherever there is a phrase, collocation, idiom or clichés. The students have to complete the phrases, collocations, idioms or clichés. Teacher will ask the students to discuss the possible phrases, collocations, idioms or clichés. Then the recording will be continued by the teacher up till next pause.
3. Teacher can use this to practice the vocabulary, grammar or sentence patterns of English language.

iv) TV and Video

Many English language teachers have access to TV and Video recorders. It may include the news, programs, documentaries, dramas, pop programs and chat show. The role of the students and teacher are different with different feelings in the video language learning. Most of the time, the students enjoy the television as the primary means of communication in the modern world. The visual aspect of video can be used to support the learners by providing a context as well as a guide to meaning. If this relationship is exploited positively, the students can be supported in their exposure to a valuable authentic source and a great deal of confidence as English language users. We will discuss one example of an activity with the use of TV and Video.

Name of the Activity: The Film of the Novel

Level: All levels

Activity Type: Whole Class

Equipment: Video player and TV

Steps

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1. Teacher will select a book or novel and a movie based on the novel. Teacher will make an arrangement of a TV and video player in the classroom with the hard copies of book or novel.
2. Teacher will start the video of the movie and ask the students to watch it and go through the hard copy of the novel at the same time to understand the dialogues, scenes, characters, plot and themes of the novel.
3. Teacher will ask the learners to compare the elements of the novel with the elements shown in the movie or film.

Advantages of Task-based Approach

There are number of advantages of task -based Approach. These advantages are as follows

- All task-based activities are student-centric, so students gain the desired goals effectively.
- It requires more attention of learners so no distraction is possible during activity.
- It gives an opportunity for a lot of interaction of the students till the end of the task.
- Students are more benefited in language acquisition effectively.
- Students learn so many things themselves.
- Teacher's role is passive and learners are too much active during the task.

- It requires less time to learn and acquire the language rules.
- Teaching-learning process is more focused to the subject and interactive with great results.
- Students learn the language skills with great interest and enjoyment.
- The threats of language barriers are reduced and learners learn and complete the task with great efforts.
- Too many things are conveyed through one Task-based activity.

Conclusion

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In short, we can conclude that the student-centric methods are very effective and useful in teaching learning process of English language. All these methods achieve the goals of teaching-learning process. The task-based approach is widely used nowadays in English language classrooms. All language teachers' have the ability to create his own activities according to his goals. A resourceful language teacher always focuses on implementing the activities more effectively in the language classroom. This approach will overcome the barriers of language learners and allow them to learn language with great enthusiasm within given time.



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