A messenger with this kind of excellence, Hanuman
achieves any goal for his master.

Sri Rama to Lakshmana about Hanuman, Slokas 35,36

Valmiki Ramayana (1993: 45)
Chapter Six

Summing up and Findings

English language is everybody’s language. The number of people who use this language as a second or a foreign language goes on increasing day by day. The language is also growing everyday. There is assimilation of English by people in all parts of the globe and there is assimilation of words belonging to other languages into English. English fulfils the needs of people in almost all fields. The present situation is peculiar that mere proficiency in oral communication in English can fetch a job and hence the need to learn English is on the increase. In India there are Business Process Outsourcing centres, and Knowledge Process Outsourcing centres which offer employment opportunities to the English-knowing, unemployed youth.

English has four major functions in India. It has the instrumental function as the medium of learning at various stages of education. It has a regulative function in the legal system and administration. It has an interpersonal function as a code of communication to linguistically and culturally diverse groups which require English for elitism, prestige and modernity. It has an innovative function in creative writing (B. Kachru 1989).

In India, English continues to be the link language primarily between the Hindi-speaking and the Non-Hindi speaking States and among the States which speak different languages. The President of India addresses the nation in English. The Lok Sabha Speaker conducts his proceedings in English though the members can use Hindi or English. The Prime Minister addresses the nation and the Chief Ministers of the various States in English. The district collectors from Hindi-speaking States have to use English when they are posted in the Non-Hindi speaking States. National and international
seminars, conferences, workshops, orientation and refresher courses are conducted in English. The position in Tamil Nadu at present does not seem to be different from that of pre-independent period as far as English language is concerned. The Principal of a rural college in the southern comer of Tamil Nadu continues to read the annual report of the college on the college day in English though the audience comprises only Tamilians. Tradition continues to demand the use of English in all formal functions in educational institutions particularly in Tamil Nadu.

The IT revolution has increased the use of English and the users of English. Institutions begin to provide on-line courses through internet and there are virtual universities. There is knowledge revolution. India is a developed country in the matter of computer technology and software development. It is regrettable to know that this computer technology and the internet have not been flilly utilized for the spread of education and higher education in India though Indian scientists have launched a satellite exclusively for the purposes of education. The computer technology and the internet can do a lot to spread education through English. There has not been anything remarkable so far. In the western countries, there has been tremendous development in this area. In the U.S., in California, there is a university offering courses through the internet for the past twenty years with five lakh students from 130 nations studying various courses(Kalam’s idea 2006).

English continues to be the medium of instruction in institutes of higher education. In Tamil Nadu, the attempts made by the State government to introduce Tamil medium in higher education in the 70's did not materialize and the importance given to English by the State Government and the people of Tamil Nadu continues to increase,
The anti-Hindi attitude remains dormant though it shows its head now and then and is sometimes discussed in the State Assembly but not as vehement as it was in the 60’s and this helps English to strengthen its position in almost all fields. When there was an advertisement in Hindi in a newspaper in Tamil Nadu, the members raised the issue in the State Assembly and the Chief Minister pacified the members saying that the advertisement should also have either the Tamil version or the English version (News. 2006).

The sustained regard for English can be seen in the increase of Matriculation schools and English medium schools particularly in rural areas. Parents who do not know English want their children to study in an English medium school though the fees structure is very high. The tie, the uniform, the pair of shoes, and the school bag with a bundle of books symbolize modern education through English medium though it is expensive. In most of the English medium schools in rural areas, Grammar Translation Method is still followed to teach English. Translation into Tamil or mere loud reading in English is considered teaching in the matter of other subjects. The result is that the pupils do not learn the second language properly nor do they understand the subjects nor can they express the ideas in English. They waste their time and energy in trying to memorize answers for questions in English without any comprehension, This will not help learning and it can be rectified by practising the right method.

In learning English as a second language, Grammar Translation Method, Audiolingualism, and Notional/Functional Teaching aim at accuracy. This is discussed in detail in the first chapter of this research work. Communicative Language Teaching aims at fluency. This method is in tune with children learning the first language. Children do
not go to schools to learn to speak their mother tongue. They do not memorise the list of verbs and their three forms in order to learn tenses. They are not taught nouns, pronouns, adverbs, adjectives, prepositions, and rules of grammar while acquiring the mother tongue. Language learning is unconscious and implicit. Task-Based Language Teaching follows the same philosophy in the matter of Second Language Learning. The learners need to be fluent as well as accurate. One cannot be compromised for another in the second language learning.

Students at schools and colleges have the potential to learn anything meaningful. It is surprising to note that they do not learn the second language effectively even after ten years of instruction at school and two years of instruction at college. The same students take a few months to learn a foreign language when they go abroad. Indian students take a few months to learn Russian, French, or German and begin to receive instruction in the new language. The reason for this is that effective methods are evolved in the foreign language learning. When we take into account the time, energy, the man power, the expenses involved in imparting English as a second language in India in general and Tamil Nadu in particular, we may begin to question the system. The investment should have tangible improvement in learning English as a second language both qualitatively and quantitatively.

At school, the Second Language Learning begins with writing which is quite unnatural in the language acquisition process. The learners write, read, and memorise without comprehension. Teachers mostly translate the second language into the mother tongue and hence the learners have a limited exposure to standard L2 inside or outside the classroom. Having been exposed to word by word translation at the primary and the
secondary levels, the learner at the tertiary level first thinks in LI and then translates into English before he utters a sentence. That is why he is slow in his utterances. In most of the cases, the process of thinking in English remains to be activated only at the tertiary level. The advantage the learners have at the primary level and the secondary level is that their spelling of English words is strengthened at an early age and the disadvantage is that they pronounce English words as they spell them. This becomes a handicap at the tertiary level when students begin to speak or present papers in seminars.

The teachers prepare the learners for the examination. The learners memorise the answers and write the examination and forget them. In the examination also they are content with getting a pass mark in English and thus English as a Second language is considered a burden by the rural students and failure in English in the Public Examination either in X Standard or in +2 mars the future of the learners. Their dream of higher education comes to an end. The aim of learning ESL is examination-oriented and not skill-oriented and thus the second language learning potential of the rural students remains unexplored. Most of the rural students can write an examination in English for three hours but they cannot speak in English for three minutes. When they begin to speak they falter and their confidence level is lowered. In written composition, the advantage is that they can have the revision any number of times and improve their writing without being noticed by others. The learners cannot have any revision in oral communication nor can the oral examination be conducted for three hours.

Regarding the oral communication in the ESL classroom, the teacher usually asks questions and the student answers or tries to answer them. When the teacher is quite comfortable, the student feels uncomfortable. The student is tense, fearful, hesitant,
excited, sweating and stammering. He takes a long time to begin to speak and is quite conscious of accuracy and so he is not fluent nor does he open his mouth. He measures his words. He avoids topics with which he is not familiar. He is not able to express what he thinks. So the oral communication is not successful. At the end, the teacher is upset and the student feels defeated.

Written communication is different from oral communication. Students have a lot of writing practice at all levels. They are always ready to write but hesitate to speak in the second language. Whatever they write, it is going to be seen or evaluated only by the teacher or the examiner. When they begin to speak in the class, they know that the whole class listens and they are conscious that the classmates may criticize. This consciousness of criticism from the fellow students or from the teacher prevents students from speaking in the classroom. In any language learning situation, speaking comes first. In the case of English as a Second Language, this is not in practice especially among the rural students who form a sizable majority.

When the undergraduate students attend interviews, group discussion they realize the importance of English. When their performance is poor, they are rejected. It should also be understood that ESL learning cannot take place overnight nor should it take twelve years. There should be a thorough analysis of what is going on in the ESL classroom from the third standard, now from the first standard to the second year of the undergraduate course. There should be a scientific approach in the matter of ESL learning. Swami Vivekananda says ‘Education is the manifestation of perfection already in man’. Our students already have a perfect language system in the form of mother tongue. They have a lot of potential in the matter of the second language which needs to
be realized. They have been exposed to a lot of English words at school. They have a vocabulary which can be channelised. When they come to college, they have a lot of fundamental ideas about English. English is not French, or German or Russian to them. When they can learn one of these languages in a few months in a foreign country, why can’t they learn English effectively in two years in their undergraduate courses? Exposure and necessity make all the difference. Even within India, if we are left alone in North India, we can speak Hindi in three months. This is something which is interesting about learning a new language. The same thing can be realized in the ESL classroom. Task-Based Language Teaching gives the solution. This is a magic method.

This method is fundamentally different from other earlier methods. This method gives freedom to the students in the classroom. This method permits students to talk in the classroom. This is something which the students never experience in the lock-step method of teaching. In a traditional classroom, the teacher does all the talking. The learners are passive listeners or they seem to listen but may not listen. There is little interaction at the end of the class. The high achievers will continue to dominate in the interaction. The teacher never gets an opportunity to listen to all the students. Those who are silent will never get an opportunity to open their mouths or to hear their voices in the classroom.

The language learning philosophy is fully at work in a TBLT classroom. The new freedom given to the students motivates them to discuss, to negotiate, to clear doubts, to guess, to help others, to interact, to collaborate, and finally to learn the language. The classroom may be noisy but real learning takes place and students feel at home. Thus a motivation for learning is created in the classroom. The small group work gives them
fluency first and accuracy next. Task-Based Language Learning does not make any divisions among the learners. The concept of slow learners is not at work. The concept of urban, rural divide is also weakened. Everybody becomes an active learner. There is a saying about students. They are not useless but used less. They are not careless but cared less. This is proved in the classroom. Each student has a feeling that he is used and cared in the classroom. This gives a psychological boost to the entire class. There is an urge in each student to contribute something meaningful to the completion of the task. Each student is made to open his mouth and to utter a few words or sentences. There is a chance to show the individual talent in the class. Learning in small groups, discussing in small groups will make language learning a pleasurable experience and thus learning becomes permanent.

When each student is asked to make his presentation after the negotiation of meaning, the learners are exposed to a variety of speech activities. When everybody speaks, he also begins to speak. He compares his performance with the performance of his classmates and he knows where he stands and this leads to self-realization. He is motivated to fix a target towards which he should progress. He realizes that ESL is simple and the fear of it is really imaginative and thus makes remarkable improvement. The initiation comes from within and the experience is fruitful. What was once discarded as a burden becomes a pleasurable engagement.

This is the motivation for the researcher to experiment TBLT in the classroom. As the researcher is a practising teacher, he knows his students. Though they have the rural background, they have had an effective and fluent oral communication skill in the mother tongue due to the traditional joint family system, presence of grand parents who continue
the tradition of story telling. This is something which the urban students miss in their childhood. When they are effective users of LI system, they can become effective users of L2 system. The traditional teaching methods have made our students use their pens and that does not mean that our students have mastered the writing skill. In this experiment, the researcher specifically asks the students not to open their pens and notebooks. The entire research concentrates on the oral communication of the students.

The researcher conducted this research in two phases. In the first phase he devised a questionnaire. The questionnaire had two sections. Section A had ten items to be answered. The answers were tabulated as major-wise strength, district-wise strength, occupation of parents, community-wise strength, institution for the Higher Secondary Course, marks scored in the Higher Secondary Examination, number of first-generation graduates, family size. The tables showed that 64.26 percent of students was the sons of farmers and 71.16 percent of students was the first generation graduates. Section B had nineteen questions to be answered. The answers were listed in twenty one tables. The tables were based on the attitude of the learners towards English and the attempts made by them to develop the four skills of the language. The tables clearly indicated that students wanted to learn English as a Second Language at the tertiary level but they expressed that it was difficult to learn and the area of difficulty was ‘speaking’. The language learning system at school has somehow created a psychological apprehension, and hesitation that the learners do not volunteer to speak English. Thus the researcher got the direction to concentrate on developing the oral communication of the students.

The second phase concentrated on developing the oral communication of the students. This had two parts. The first part dealt with the fluency aspect of oral
communication. The researcher initially conducted a face to face interview with 142 students of Vivekananda College which was recorded. When the researcher analysed the oral communication of the students, it was found that their performance was monotonous and uninspiring and hence the stereotyped oral communication could not be initiated beyond a level. There were psychological blocks. The answers were in the form of incomplete sentences and depended mostly on the words used in the questions. This required serious consideration on the part of the researcher. Hence the researcher decided to apply Task-Based Language Teaching to initiate oral communication. He devised ten tasks and each task had three versions. The thirty versions were experimented on thirty different groups of students. Students were highly fluent when tasks were applied and their utterances were all recorded in an MP3 recorder and saved in a computer for analysis. There were 743 students involved in this experiment.

The second part of this phase dealt with the development of accuracy. The oral communication, thus initiated, was transcribed by the researcher for analysis partly in tune with conversation analysis. Though transcription involved repeated listening and writing on the part of the researcher, the advantage of the transcription was that the researcher was able to get insights on the communication strategies applied by the students. The syntactic and phonological deviations were identified. Group work was again initiated to avoid fossilization of deviations which resulted in the development of accuracy. The researcher did not concentrate on accent and intonation as native-like pronunciation was too ideal and not necessary in the Indian context.

The researcher devised ten tasks. He was able to form two more versions for each task adding something more to the first version of the task as the situation demanded. The
researcher made use of an LCD projector, a computer for each task at the pre-task phase. Tape recorders were used for tasks related to listening activities. The researcher understood that visual effect could facilitate oral communication. Each pre-task phase had a power point presentation. The success of each task depended on the planning on the part of the teacher and involvement on the part of the students. The researcher had to be a materials-producer. Time management was very important in TBLT. The researcher gave the necessary instructions to the students at the pre-task phase. The students were asked to discuss in English and avoid the use of the first language during the task. They were asked to speak loudly when their voices were recorded.

Each task had three phases, the pre-task phase, the main task phase, and the post-task phase. Students were divided into small groups of two or three students. The researcher demonstrated an activity based on the main task in each pre-task phase. This gave an idea to the students on what they were going to do in the class in the main task phase. They were allowed to have a thorough discussion and negotiation for meaning in small groups. When the task was completed, the groups were asked to have a presentation and the oral communication made by each group was recorded and transcribed. In the post-task phase, the researcher selected the sentences which required treatment and asked the learners to repair the sentences again in small groups. They were able to give the correct forms for most of the sentences. The researcher explained those sentences which could not be corrected by the students. The researcher pointed out the words which required to be pronounced accurately. They were asked to practise the words in groups. The individual sounds were pronounced first. Then the sounds were used in words.
Finally the words were used in sentences. A sustained effort was required both on the part
of the researcher and the students to develop accuracy.

The researcher developed ten tasks. They were as follows.

1. This task was an information gap task. Each group was given the task of
drawing a picture using the oral input. Two students gave the input and one
student drew the picture. The researcher prepared ten pictures for ten groups.

2. This task was an information gap task also known as blackboard drawing task.
All the groups gave the input to draw a picture on the blackboard.

3. This task was an information gap task based on a narration. The group
members were asked to reconstruct the passage from strips.

4. This task was a jigsaw task. There was a lot of negotiation for meaning in
order to complete the task. Each member had to draw the two missing pictures
getting the oral input from the other two members.

5. Each group had two students. Each student was given a picture. There were
differences between the two pictures. The students had to spot the differences
out without showing the pictures to each other.

6. Each group had two students. Each group was given a topic. The groups were
asked to a have a discussion on the topic and make a presentation. Each
student presented the views of the other student.

7. The groups were asked to have role play activities. Each group had a different
role play which was discussed, rehearsed and presented to the class.
8. This task was a listening task. The students were asked to listen to English news in small groups. The listening was repeated many times and discussion was initiated which ended in presentation in small groups.

9. This task was also a listening task. The students were asked to listen to Tamil news in groups and interpret it in English in small groups followed by presentation.

10. This was a jigsaw task. In each group there were four students. Each group was given four strips. They were asked to reconstruct the story. There was negotiation among the students to reconstruct the story. Each group gave the presentation of the reconstructed story. There was language learning as well as value-education through all the stories.

There are six chapters in this research work. The first chapter is the introductory chapter. Language is defined and the functions of language are discussed. The importance of English is highlighted in the context of globalization. The oral tradition practised in ancient India is pointed out. The methods and approaches employed in English Language Teaching are presented. The second chapter is the Review of Literature. The third chapter is the design of the thesis. The fourth chapter is the students’ profile analysis based on the data collected through the questionnaire and there is a presentation of task-based curriculum. The fifth chapter is analysis of specific task activities based on the experiment the researcher conducted. The sixth chapter sums up the research work and discusses the findings.

In the traditional classroom, students are passive listeners all the time. They do not interact with the teacher or with the other students. Everything is formal.
Based Language Teaching, there is discussion in small groups in an animated style for meaningful, spontaneous utterances even among the slow learners. There is a psychological readiness to contribute to the completion of the task. Tasks motivate involvement and a spirit of competition among the students. Students acquire fluency first and accuracy next. TBLT is learner-centred. Learners have a sense of achievement after the task is completed. The students are fully immersed in the tasks and remain unconscious of the environment and unaware of the presence of the teacher. Deviations are repaired in the group work. Group interaction strengthens language learning. This can be seen in the transcription and analysis.

Tasks provide a non-threatening environment. The learners acquire independent learning. Tasks initiate group-work, pair-work, and project work. Tasks provide holistic learning. They provide an alternative assessment. Tasks offer motivation and confidence. Language learning becomes education. There is positive affect among the students. The role of the teacher is that of a facilitator and time-keeper. Language learning results in the transformation of personality. The psychological blocks exist no longer. The classroom is full of energy and the energy is properly directed. There are a lot of rehearsals before the presentation. There is maximum output within a short time. Students have the opportunity of listening to different voices in the same class at the same time. When my neighbour can, why can’t I? This question is the motivating factor in TBLT. The whole class is involved in learning. There is harmonious development of cognition, perception, and affect. Language learning becomes target-oriented. Finch (2005) illustrates this idea in the following figure.
Task-based teaching offers the opportunity for 'natural' learning inside the classroom. It emphasizes meaning over form but can also cater for learning form. It is intrinsically motivating. It is compatible with a learner-centred educational philosophy. It can also be used alongside a more traditional approach. The researcher strongly advocates this method to be included in the ESL curriculum at all levels. This will, of course, necessitate orientation to the teachers. When teachers adopt this method, they will become material-producers as can be seen from the experience of the researcher. The teachers can produce the materials for their students and include them in the syllabus.
The teachers can frame the syllabus based on the needs of the students to initiate meaningful learning. This is possible in autonomous colleges.

TBLT can be used in larger classes also. The reality in ESL classrooms in aided and governmental institutions is that there are sixty or seventy students in a class. TBLT is relevant in these classes also. The teacher can present a model. There can be a simultaneous practice of the same model in small groups of two or three students. The teachers can become highly innovative and imaginative to make the class interesting and language learning becomes a pleasurable and meaningful activity. The learners will certainly have an impression that English as a Second Language is easy and can be learnt quickly. This attitudinal difference will facilitate language learning.

The researcher would like to make a suggestion based on his experience at Vivekananda College, Tiruvedakam West. The third year undergraduate students should have one hour of instruction in English every week. When the students are in the third year, they are experienced and hence they understand the reality. They are willing to receive what is essential for them. The ESL curriculum should include oral communication, group discussion, and interview techniques. What is done in the classroom will be useful to them when they face interviews and group discussions. They begin to learn English as a skill-based subject and not as a knowledge-based subject. There will be a remarkable change in their attitude towards learning English as a Second Language. Instead of depending on the thriving commercial institutes for spoken English, the students should be able to get the maximum benefit in the classroom. This is possible if the curriculum includes spoken English through which the students can have a lot of practice in speaking and listening skills. Computer Assisted Language Learning can come
Usually in the academic circles syntactic and grammatical accuracy is expected in the written examination in English as a Second Language. In the matter of other subjects especially science and arts subjects, this accuracy is not very much stressed and deviations are tolerated at the time of evaluation. The matter rather than the manner of presentation becomes important. This ideology of the subject teachers requires to be revised. The subject teachers should take unconscious measures to treat the deviations of the learners when they write and speak so that accuracy is achieved. Language teaching should become everybody’s concern. Teachers should have native-like sensibility towards deviations. They should become sympathetic and tolerant towards deviations and they should give a non-threatening feedback. At the tertiary level, the use of LI should be avoided. If the use of LI becomes inevitable, it should be minimized in the beginning and stopped in due course. The role of subject teachers in the matter of L2 learning should be properly understood. What is learnt in the language class should be reinforced by the subject teachers. The ESL curriculum planners can devise the syllabus which is related to the major subjects. For example, the first year History student should have the course material in ESL in the first semester based on what he learns in History major in the first semester. This is possible in autonomous colleges. The students will feel at home and will not find language learning difficult. Whatever the students learn in the language class is applied in the major class and thus learning is strengthened at two levels.

The researcher would like to highlight the usefulness of interdisciplinary team teaching. The Department of English of Vivekananda College, Tiruvedakam West has
devised an innovation in this regard. The English teacher is asked to be present in the class taught by the subject teacher. He observes the class. He takes hints and notes them down on the blackboard. Finally the English teacher makes an oral presentation using the hints written on the board followed by discussion in small groups and oral presentation by a few students. The teachers found this method highly successful. There is learning at two levels. For example, History is learnt and English is also learnt. The English teachers should be ready to cross the boundary and enter into the territory belonging to the subject teachers, of course, with permission. There should be a lot of planning and understanding between the teachers of the two faculties. Students have a sense of newness introduced in the classroom which leads to a lot of interaction among them. English should not begin and end with the English class. It should have a new foundation in the subject class where it can have an evolution. When this is practised continuously, there is education in the real sense of the term. This is an integrative approach. The students are exposed to English spoken by two teachers who are friendly, innovative, supportive, and imaginative. The students are motivated to learn in the new environment. This is interdisciplinary team teaching based on TBLT which is relevant, meaningful and most useful to the teachers as well as the students though there is additional work on the part of the teachers. Additional work indicates additional learning.

Leaver and Willis (2004: 47) illustrate the support TBLT enjoys in educational institutions at present:

It is a tribute to the efficacy of task-based instruction (TBI) that this method has become the one of choice in the best government programs. Since the 1980s,
nearly all government institutions have used TBI in their foreign language programs.

The present trend to use TBLT in ESL can be understood by the international conferences on TBLT. The first international TBLT conference was hosted in 2005 at the University of Leuven in Belgium. The second international conference on TBLT will be hosted from September 20 through 22, 2007, at the University of Hawai‘i at Manoa, in Honolulu. The theme of the 2007 conference is “TBLT: Putting Principles to Work”.

In speaking a second language, comprehensibility is all important. Alan Maley, the British Council Representative in South India in 1985 reported in Crystal (1995: 113):

Mrs. Gandhi was prompted to write to her Ministry of Education not so long ago to complain of falling standards of English in India, reportedly after attending an international meeting at which she had been unable to understand the contribution of the Indian delegate (speaking in English).

V.S.Srinivasa Sastri was called Silver-tongued Srinivasa Sastri. He cultivated a strong love for the English language. Once he corrected the pronunciation of Principal Hall of the Teachers’ College, Saidapet. This level of accuracy is possible if one makes conscious efforts to improve one’s language skills.

There is a live programme in the All India Radio, FM Station, Kodaikanal every Sunday afternoon called ‘Sepppuha Senthamil’ - ‘Speak the Classic Tamil’ in which the programmers initiate telephonic conversation with the public, one at a time, in Tamil to find out whether the listeners are able to speak Tamil without mixing English for a minute or two and very rarely do the candidates become successful. This clearly indicates the influence of English in casual conversation in Tamil. The native speakers of Tamil
language mix English words with Tamil and it has become so natural that pure Tamil expressions for certain English words seem to be quite artificial and unnecessary for purposes of communication.

The learners in Tamil Nadu have an added advantage in the matter of Second Language Acquisition. The State Government advocates two-language formula and as a result of it, a lot of English words are unconsciously used in Tamil conversation among the people - young and old, rich and poor, educated and uneducated. Sometimes pure Tamil usage seems to be artificial. This has also become a fashion among college students in Tamil Nadu. When we analyse the casual conversation of college students in Tamil, they mix Tamil and English excessively and they may not know Tamil equivalents for certain English words. This potential can be successfully exploited in the second language acquisition process. The role of mass media cannot be underestimated in this regard. A lot of English words are used like Tamil words. This is the effect of language contact. This cannot be avoided in a society which has accepted English as a second language for so long and which does not include a third language in the curriculum.

While learning English as the Second Language, let us also learn the values of punctuality, organizational skills, spirit of scientific research, and the spirit of adventure from the society which gave us the English language but at the same time let us hold the spiritual values and cultural roots for which India is primarily known. Learning English as a Second Language becomes meaningful if cultural values are inculcated in the minds of the learners so that our learners will become cultural ambassadors in future and that is the aim of education. In the matter of course materials, Indian writing in English can be prescribed to the students. There are excellent works which can reinforce cultural values.
Indian context will have practical value. Analytical syllabus modeled on Indian writing in English coupled with Task-Based Language Teaching will be a formidable teaching tool in the hands of teachers.

TBLT is time-tested. Hence the researcher is able to initiate fluency and treat the deviations to bring in accuracy in ESL learning at the tertiary level through Task-Based Language Teaching and thus the hypothesis is proved. As the researcher is a practising teacher, all his 743 students are included in this experiment. As he is aware of the skills of his students and as this study is conducted at a micro level, there is no need to have an experimental group and a control group.

The conventional classroom concentrates on covering the syllabus whereas TBLT makes a wholesome influence on language learning in the classroom. This was visible in the classroom and this was further supported by the questionnaire given to the students at the end of the class. The students were busily engaged all the time as the tasks gave them the spirit of involvement. As this was a qualitative study on oral communication, the researcher did not make use of any statistical tools. The researcher delimits his research to the oral communication of the students of Vivekananda College, Tiruvedakam West. Further research can be conducted at the macro level on the efficacy of TBLT in developing writing, reading, and listening skills of the students which can include students belonging to different colleges - arts and science colleges, professional colleges, government colleges, aided colleges, and self-supporting colleges.