CHAPTER 2

TASK BASED LANGUAGE TEACHING METHOD

2.1. Introduction

This chapter provides the methodology, task based language teaching method to find answers for the research questions. An overview of the approaches and methods of language teaching is described and it leads to the conclusion that task based language teaching approach best suits the hypothesis of the study. It gives a detailed picture of definitions of ‘task’ and the framework of task based method of teaching and its components and how tasks in language learning enhance the writing ability and second language communication skills.

2.2. History of Language Teaching Methods

Ever since the language teachers start teaching they attempt into new ventures of introducing new methods suitable to the scenario and to the needs of the learners. Obviously these methods of language teaching are varied and knowing the history of language teaching would provide one with a better understanding of contemporary methods. This change and evolution of language teaching methods is the result of learners need to achieve competency in oral communication rather than reading alone. This present scenario led to new changes in theories of language teaching. Though Kelly and Howatt (1984) proved that many methods are already known they are dealt with in a new form and fervor.

Latin was the queen of all languages centuries back and every learned person was expected to have a mastery of that language along with Greek. Every aspect of life revolved around Latin as it played a dominant role in religion, politics, science,
education and government. But the usage of classical languages faded away and English language has been acclaimed as an International language and it has replaced and substituted the so called classical languages in all the continents. It has proved its worth and authority from 16th century onwards. This is because English made its presence known politically across the continents.

Though English replaced Latin and other languages it did not bring about any changes in the methods of teaching foreign languages. The education of foreign language had an objective of projecting as a literary language where only reading and writing were emphasized and speaking discouraged and this imposed restraints on teaching. The educationists tried to enumerate the rules of grammar and basic procedures and structure of grammar pattern. As J.C.Richards said,

“Text books consisted of statements of abstract grammar rules, list of vocabulary and sentences for translation. Speaking the foreign language was not the goal of this approach and oral practice, reading aloud the sentences, was limited to students. This approach to foreign language teaching was known as the Grammar Translation Method”. (1997,4). This approach for language teaching was known as Grammar Translation method.

2.2.1. Grammar Translation method

Grammar Translation method was said to be the outcome of German learners and their scholarship. The objective was to study a language and know about it theoretically rather than to study it in a practical way. In the U.S., they considered it the Prussian method. The following are the characteristics of the method consolidated by J.C.Richards. (1997)
1. The objective of any foreign language learning is to study a language to know its various aspects of literature or to develop intellectually and mentally. Grammar Translation is a method of learning through the study of grammar rules and its applications which ends in translating them into target language. Thus language learning is considered to be more than mere memorizing the grammar, syntax and other structures of a foreign language. It involves the first language which ‘is maintained as the reference system in the acquisition of the second language” (Stern. 1983:455)

2. Two literary aspects are focused mainly, i.e. reading and writing and the other two aspects of listening and speaking are neglected.

3. Translation method is much focused in grammar translation method. The entire vocabulary section is done by providing the texts and they can be studied through dictionary, word list and simply by memorizing them. Translation equivalents are given for grammatical rules and for practice translation exercises are recommended.

4. The significant feature of method is to concentrate on a sentence as that is considered as a basic unit of teaching. Earlier, entire lesson was filled with translating the text into the target language. This was considered as an instrument to study a foreign language. Later, it was too difficult for learners and therefore the sentence was focused and emphasized through which the learners can have foreign language study in an easier way.

5. “Accuracy is emphasized. Students are expected to attain high standards of accuracy because of the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a pre-requisite
for passing the increasing number of normal written examinations that grew up
during the century” (Howatt. 1984:132)

6. A syllabus was designed incorporating grammar translation texts and its
sequencing and a serious attempt is made to teach grammar in a systematic way.

7. “The student’s native language is the medium of instruction. It is used to explain
new items and to enable comparisons to be made between the foreign language
and the student’s native language” (J.C.Richards ,6)

From 1840 to 1940 this grammar translation method reigned over all foreign
language teaching. Even now, sometimes it is used to fulfill the objective of
comprehending a literary text. Here the knowledge of speaking of the language is not
needed at all. At the college level, Grammar translation principles are adapted in most
of the current texts. Such texts are end products of those who are trained in literature
than in language teaching. In many places still this method is widely practised but the
people do not recommend these methods anymore.

2.2.2 Direct Method

In nineteenth century one of the reformers, Gouin was the first one to observe
a child and its method of learning and to construct a methodology based on it. Many
other reformers turned towards the natural way of language learning and they are
known as followers of natural method. In the sixteenth century Montagine’s teacher
or guardian spoke to him in Latin only, to teach him how to speak in Latin.
J.C.Richards says,

“L.Sauveur (1826-1907) tried to apply natural principles to language classes in
the nineteenth century. He used intensive oral interaction in the target language,
employing questions as a way of presenting and eliciting language. Sauveur opened a
language school in Boston in 1860. His method was known as Natural Method. Sauveur and others argued that in the Natural method, a foreign language could be taught without translation or the use of the learner’s native tongue by conveying the meaning directly through demonstration and action.”( 11 )

A German scholar Frank mentions that a language teaching should not be focused on grammar rules in a class room but rather it should be taught by applying it in classroom. Then he observed that foreign language must be used spontaneously by the learners and this free usage must be encouraged by the teachers. This led to the teachers replacing textbooks in learning which resulted in speaking with a focus to pronunciation. It advocated moving from known to the unknown, familiar to unfamiliar words to teach new words. All these methods or principles of natural method came to be known as ‘Direct method’.

When speaking about direct method one could not leave Sauveur and Macmillan out of it who made it widely familiar and popular in U.S. and who advocated this method in Commercial language schools. The principles and procedures of direct method as given by J.C.Richards (12 ) are listed below:

1. “Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

7. Both speech and listening comprehensions were taught.

8. Correct pronunciation and grammar were emphasized”.

In Berlitz schools still these principles are being followed for oral language learning and the following guidelines are derived from them. They are derived by Titone as follows:

“Never translate: demonstrate.

Never explain: act

Never make a speech: ask question

Never imitate mistakes: correct.

Never speak with single words: sentences

Never speak too much: make students speak much

Never use the book: use your lesson plan

Never go too fast: keep the space of the student

Never speak too slowly: Speak normally

Never speak too quickly: speak naturally

Never speak too loudly: speak naturally

Never be impatient: take it easy”

(Titone 1968:100-1)

In western countries private language schools such as Berlitz with rich clients who had a sense of deep interest and motivation were successful. Despite its success it has got its own limitations. The method is highly dependent only on teacher’s skills than on books and it also depended on the teachers depending only on teachers who
have fluency like native speakers or the only native speakers. Hence this method began to fade and again other methods emerged.

2.2.3. The oral approach and situational language Teaching

This approach is similar to direct method as it uses oral approaches. But the general principles or the common principles followed oral approaches as the name indicated. Later another method was evolved or created by many other linguists like Palmer and Hornby. They incorporated certain principles of choosing, arranging and presenting. Though they did not agree with particular or specific procedures of teaching the overall general concepts were known as oral approach to language teaching. But this is entirely different from Direct Method where oral procedures are adopted.

The important components of the approach are given below as J.C.Richards(39) consolidates:

“Language teaching begins with spoken language. Material is taught orally before it is presented in written form.

1. The target language is the language of the class room.
2. New language points are introduced and practised situationally.
3. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
4. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
5. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.”
Situational method emphasizes on structure and how this structure is involved in speaking. It was a type of British structuralism and it was believed that structure was the heart of oral ability. Frisby stated that “word order, structural words, the few inflexions of English and content words, will form the material of our teaching” (Frisby 1957: 134). Pittman defined that “our principal class room activity in the teaching of English structure will be the oral practice of structures. The oral practice of controlled sentence pattern should be given in situations designed to give the greatest amount of practice in English speech to the pupil” (Pittman 1963:179).

The significant aim of the method was to teach all the four skills of the language and reach the command of all the four skills. But structure is mainly used to achieve the goals of all the four skills. Error is considered to be a serious flaw and so accuracy in pronunciation and grammar are aimed. “Automatic control of basic structures and sentence patterns is fundamental to reading and writing skills, and this is achieved by speech work and before our pupils read new structures and new vocabulary, we shall teach orally both the new structures and new vocabulary” (Pittman: 1963:186)

**2.2.4 Audio Lingual Method**

Launching of the first Russian satellite in 1957 created a need for learning foreign language and it also increased the need for a radical change. American government did not want the Americans to be isolated from other scientific communities and the government emphasized the need for a better effective method to teach foreign languages. In U.S. the funds were provided for the research and study of modern languages, through the implementation of the ‘National Defense Act’(1958) Language teaching specialists set a method which was applicable to conditions in U.S. colleges and university class rooms. Earlier experiences and outcomes of programmes
were useful to derive a method known as the Aural-oral or structural approach. Fries and his colleagues developed this method including many concepts taken from psychology and behaviour. “This combination of linguistic theory, contrastive analysis, aural-oral procedures and behaviourist psychology led to the Audio lingual method. The term ‘Audiolingualism’ was coined by Prof. Nelson Brooks in 1964. It claimed to have transformed language teaching from the art to science which would enable learners to achieve mastery of foreign language effectively and efficiently. This method was widely adopted for teaching languages at college and university level in the United States and Canada”. (J.C. Richards, 53)

The principles of Audiolingualism are as follows.

A learner can learn a foreign language through a basic process of forming habits mechanically. The learners make mistakes and also make correct responses in which the latter is helpful in creating good habits. Here memorizing the dialogues they are listening to and performing drills for the practice of patterns reduce or minimize the mistakes. Therefore it gives a clear understanding that a language is a ‘verbal behavior’ which comprises an involuntary production of speeches and grasping the meaning of them.

Any language learning item which is taught in a target language is clearly evident in the spoken form before it is shown in written form. Hence this was adopted and through this language skills were taught more effectively. For the foundation of improving the language skills, aural and oral training should be given.

Examples, illustrations and models always lead to a better understanding than analyzing language learning. Hence providing analogies is an effective way as a basic
foundation for language learning. These analogies are the best way to take the learners through the processes of ‘generalization and discrimination’. Instead of giving the grammar rules first the students are allowed to practise various grammatical items until they have the assurance that they have learnt. Then they were subjected to drills which ensure that the learners are following it correctly and forming their own illustrations or analogies. This makes the method of grammar teaching ‘essentially inductive.’

According to Rivers, “The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language” (Rivers 1964:19-22).

In the book ‘Verbal Behaviour’ (1957) by E.F. Skinner introduced a new method of learning. “Audiolinguists demanded a complete reorientation of the foreign language curriculum. They advocated a return to speech-based instruction with primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching”. (J.C. Richards, 58)

“A radical transformation is called for, a new orientation of procedures is demanded and a thorough house cleaning of methods, materials, texts and tests are unavoidable” (Brooks 1964:50).

Brooks describes short range and long range objectives of the audio-lingual program and he differentiates them. According to him, “Short range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page and ability to reproduce these
symbols in writing’ (Brooks 1964: 111) ‘The Long objectives must be the language as the native speakers use it. There must be some knowledge of a second language as it is possessed by a true bi-lingualist’ (Brooks 1964:107).

In this method of audio-lingualism language learning is considered equal or equated to other forms of learning. So teaching is increased, learning efficiency is focused more, as language is a formal set of rules. The method of audio-lingualism emphasizes more on the formal usage of language and the structural and mechanic characters of language.

2.2.5. The Natural Method

This method involves teaching the children in the natural way as a child learns by hearing, imitating and performing. Learners would be taking an active and involved participation in it. They should learn and use conversational management techniques to regulate input. The familiar use of techniques within the framework of a method is natural. This maximizes and upgrades learner’s self-confidence and self-image and it promotes comprehension input and reduces learners’ anxiety.

2.2.6 The Phonetic Method

Oral expression is emphasized or focused as the basic foundation of foreign language teaching in this method. Language teaching begins with the spoken language. New language forms are introduced and practised. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.
2.2.7 Communicative Language Teaching

Grammar rules are emphasized in the earlier methods but any language is more than that. Language learning cannot be considered as a method of habit formation and drilling method as long as it is a creative resource where meaning is involved. The thinking creative cognitive process of a learner is important in language learning. This leads the learning process as asocial process and gradually cognitive theories are replaced by socio-cultural theories. Ryle describes yet another distinction that existed in general philosophy and epistemology is that between ‘knowing that’ and ‘knowing how’ it is between knowing and regurgitating sets of grammar rules to deploy the grammatical rules to communicate effectively. However, at the emergence of audio-lingualism ‘knowing that’ was in favour of ‘knowing how’ Now these two forms of knowledge are considered valid goals of language pedagogy. (Ryle 1949).

Thus communicative language teaching is emerged which comprises many methods or a family of methods. The new awakening is to the fact that language is an instrument or a vehicle for communication. It is entirely different from the earlier belief that language is set of grammar, phonological and lexical purposes which is a branch of any language learning method which would aid in approaches to design of materials and curriculum and its testing and various methods of research.

The real picture of CLT was expressed rightly by Savignon (1993) one of the architects of CLT in his article:

“In Europe, during the 1970s, the language needs a rapidly increasing group of immigrants and guest workers, and a rich British linguistic tradition that included social as well as linguistic context in the description of language behaviour, led to the
council of Europe development of a syllabus for learners based on functional–notional concepts of language use and --- a threshold level of language ability was described for each of the languages of Europe in terms of what learners should be to do with the language (Van Ek 1975). Functions and works are based on assessment of learner needs and specified the end result, the product, of an instructional programs that used a functional-notional syllabus based on needs assessment, and the Language for Specific Purpose (LSP) Movement was launched” (Savignon 1993:37)

The new emerged English for specific purposes and Language for specific purposes ESP/LSP concentrate on the final outcomes or products of any teaching program. In CLT, the learning processes are reevaluated. The final products of language learning and the learning process to achieve them are considered to be equal and this entirely diminished the position of language trainer and in CLT his position is uncertain. The linguists began to believe that if the target language learners develop the ability to use the language in different situations which would naturally help them in task completion. An obvious emphasis on form became insignificant.

But later this view has been gradually changed and again form became significant for a classroom. The linguists also agreed that grammar is also essential in knowing the language or making sense and some writers argue that grammar and form are equally essential in classroom learning.

2.2.8 Experiential Learning

Experiential learning is the theoretical foundation for Task based language teaching. In this method learners experience is considered as a significant one. The learners learn more and they grow intellectually when they are engaged in different
series of tasks. According to David Nunan(2004,12) “Therefore, the active involvement of the learner is important to this approach and the rubric which captures that active, experiential nature of the process is ‘learning by doing’. It differs from the ‘transmission’ approach to education in which the learner acquires knowledge passively from the teacher, Experiential learning has diverse roots drawn from many disciplines such as social psychology, humanistic education, developmental education and cognitive theory. David Kolb, the psychologist, argued for the integration of action and reflection. Kolb says that learners move from what they know to the incorporation of new knowledge and skills.”

Kohonen (1992) provided a re-model for experiential learning to language teaching. His model is considered as a blue print for TBLT and David Nunan summarizes the following precepts derived from his work:

- Encourage the transformation of knowledge within the learner rather than transmission of knowledge from the teacher to the learner.
- Encourage learners to participate actively in small, collaborative groups.
- Embrace a holistic attitude towards subject matter rather than static, atomistic and hierarchical attitude.
- Emphasize process rather than product, learning how to learn, self-enquiry, social and communication skills.
- Encourage self directed rather than teacher-directed learning.

Kohonen highlights the ideas of learner centredness and autonomy thus:
“Experiential learning theory provides the basic philosophical view of learning as part of personal growth. The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her, to bring in personal contributions and experiences. Instead of the teacher setting the tasks and standards of acceptable performance, the learner is increasingly in-charge of his or her own learning.” (Kohonen 1992:37).

2.3 Policy and practice of Task Based Teaching

Many institutions around the world has approved task based language teaching as the cornerstone of language teaching. This task based language teaching has emerged as an innovative method or policy leading to cause forms as a base for many research programs. The new fashion for the publishers is to publish at least a few papers with TBLT. As per David Nunan’s observation, “A recent study on the impact of the emergence of English as a global language on policies and practices in the Asia-Pacific region, in seven countries, shows that task-based teaching is the central principle in their English language curricula” (David Nunan 2004,13). Hon-Kong ministry of education quest thus:

“The task based approach (upon which the curriculum is built) aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills---
All in all a role of task-based language learning is to stimulate a natural desire in learners to improve their language competence by challenging to complete meaningful task (CDC: 1999:41).

2.3.1 Definitions of ‘task’

There have been many definitions and meanings for the word ‘task’ and many have formulated the principles and definitions of the word ‘task’. The various definitions are laid below:

Long who advocates TBLT calling them target tasks. He says that a target task is a “piece of work undertaken for one self or for others, freely or for some reward. It is non-technical and non-linguistic. It describes the things that the person in the street would say if asked what they were doing” (1985:89).

The nature of tasks become pedagogical in nature when adopting them in classrooms. Such pedagogical task is defined as

“an activity or action which is carted out as the result of processing or understanding language (i.e. as a response). For example drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative… since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake” (Richards, et. al 1986:289).
The tasks of the learners inside the classroom are focused and they are not real life tasks. Breen defines pedagogical task as- “any structured language endeavour which has a particular objective, appropriate content, a specified working procedure, and arrangement of outcomes for those who undertake the task. ‘Task’ is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning from the simple and brief exercise type to a more complex and lengthy activities such as group problem solving or simulations and decision-making” (1987,160).

More elaborate expanded version is given by Willis, Willis (1996) ‘a classroom undertaking where the target language is used by the learner a communicative purpose (goal) in order to achieve an outcome’. Here the idea of meaning is summarized in one word ‘outcome’. ‘Language in a communicative task brings out an outcome through the exchange of meanings.’ (173).

As the meaning of the word is very broad in 1998 Shekan refers to many writers and summarizes the meaning into five main components of a task. David Nunan describes them as,

- Meaning is primary
- Learners are not given other people’s meaning to regurgitate
- There is some sort of relationship to comparable real world activities.
- Task completion has some privity
- The assessment of the task is in terms of outcome. (2004,3)

Ellis (2003:16) defines pedagogical task as follows:
“A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use than bear a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive and oral or written skills and also various cognitive processes”

It is clearly evident that a pedagogical task is a classroom activity which helps the learners in understanding, controlling, producing or interfacing in the target language. The learners are required to express and focus on meaning, which is an outcome of their grammatical knowledge. All the tasks will be of holistic factor and despite its completeness and it is required to be a separate act of communication comprising a beginning a middle and an end.

From these definitions one can observe that all the pedagogical tasks emphasize the communicative language use. Through the usage the learners focus will be on conveying the meaning rather than concentrating only on grammatical form. Since there is a correlation between form and meaning and the learners are enabled by the knowledge of grammar to arrive at different meanings.
2.3.2 Types of task

The tasks vary in their methods and level of complexity and its nature

N.S.Prabhu (1987,27) classifies them into four categories of classroom activities which are given below:

a. **Rule-focused activity**

Here the learners indulge in doing the tasks recalling the rules of grammar or language. It takes a conscious effort from their part to apply what they have learnt so far. This activity requires understanding and it is evident that the explicit rules do not help the learners to put it to good use.

b. **Form-focused Activity**

Learners are involved with repetition of given language forms and from them they derive new forms to be applied. This kind of practice is very valuable in their learning as it entails and facilitates subconscious assimilation of the structure and it promotes language use. It will also lead to the learning of language skills and provides them with a sense of independence and experience in all the four skills of listening, speaking, reading and writing.

c. **Meaningful activity**

Here the focus is mainly on meaning. The learners repeat, manipulate or build or structure new language forms paying attention not only to the forms but also to the meanings of the context with which they are related to. It is much valuable not only in learning the structure but also to have better understanding of their contexts or knowing the meanings of contexts.
d. **Meaning-focused activity**

The learners are involved and fully occupied to have more comprehension and understanding. They would focus on conveying or relating the meaning and they try to cope with the language forms. Main focus is not given to language forms or it is not intentional but rather the forms are helpful to express and organize meaning.

Meaning focused activity is divided into three types according to N.S. Prabhu (1987, 46-47). They are ‘Information – gap activity, Reasoning-gap activity and Opinion-gap activity’.

In Information gap activity the learners try to transfer information from one form to another and from one person to another. On the whole it is passing on information or communication of information through encoding or decoding. It also involves transfer of oral information to the written form or from written form to oral form.

In Reasoning -gap activity the learners arrive at some new information through the process of inference, deduction, reasoning or patterns. But instead of passing the same information, this activity requires comprehending the given information and from that initial one has to deduct the new information and a certain kind of reasoning is required to connect both the information.

In opinion gap activity the learners respond to a given situation and they are required to do identification and expression of their own opinions to the given context and situations. It may have understanding of facts but after it the learners should come
out with their emotions and point of views. The learners’ success is not assessed through a particular answer but it varies from individual to individual.

2.3.3 Usage of Wider Curriculum

The proper usage of this word cannot be defined as it has a wide range of meanings. In many contexts curriculum is synonymous with syllabus and many occasions it refers to a program or course of study. The Father of Curriculum, Ralph Tyler identified the objectives and organized structured learning experiences and finally arrived at appoint to decide whether the said objectives and aims are achieved. He proposed a rational curriculum model “which identifies goals and objectives, then listening, organizing and grading learning experiences (methodology) and finally finds means to determine whether the goals and objectives are achieved” (Assessment and evaluation) (Tyler 1949,27)

In the mid 1970’s Lawrence Stenhouse presented a new perspective to language teaching. His view focused on both the teachers and the learners. The teacher was highlighted as important vehicle and instrument of preparing the curriculum. He shifted the significance to curriculum in action and the process of it. Naturally this kind of perspective is first step for these who advocate task based proposals.

David Nunan draws “distinction between the curriculum as plan, the curriculum as action and the curriculum as outcome. Curriculum as plan refers to the processes and products. This includes plans and syllabus text book and the resources, as well as assessment instruments. The curriculum as action refers to moment by
moment realities of the class room. The curriculum as outcome relates to students learning as the result of instructional process.” (2004,6)

2.3.4 Principles of task based language teaching

David Nunan (2004, 35-38) in his theory establishes seven principles that are the basic foundations of the instructional sequence of tasks.

1. **Scaffolding**

   The teacher or the researcher should provide a supporting framework or material within which the learning can take place. At the beginning of learning process, the learners are not expected to produce their own new language forms. The teacher should know when to remove the framework so that the learner can do it independently. If he removes it earlier before the learners are ready, the entire process will be collapsed.

2. **Task dependency**

   In this frame work the learners first engage themselves in the receptive and slowly they should move on to productive tasks. In other words, within one lesson, one task should move on to develop further tasks, and the tasks should be built upon the ones that are already over.

3. **Recycling**

   The learners usually will not reach the goal of learning one hundred percentage as soon they encounter a particular item for the first time. They require a course of time to develop and also they need to do it in repeated exercises before they
achieve it. This recycling allows them to remember and recall what they learnt so far and it provides opportunities to do particular language items after some intervals.

4. Active Learning

It is believed that learners do learn truly when they involve themselves actively when they do something by themselves. It is called as experiential learning where the tasks provide them the experience of doing it. The learners should be allowed to participate in various opportunities to engage themselves and have a lot of practice. This kind of practice removes their inhibitions and they will be doing the work rather than the teachers unlike traditional classrooms.

5. Integration

If the learners do the activities in an active way that is not adequate for their learning. They should be aware of what they learnt or the language forms they are learning and they should be able to relate them to communicative function and their meaning. Actually they should be provided with key factors regarding how to integrate their items of language and how to operate them.

6. Reproduction to Creation

Usually, the learners learn and produce what they are given as models. In a way, they will be successful in attaining it. But they should not stop there by simply reproducing what they have seen or heard. They should be encouraged to create new ways to use the linguistic forms or items. They are allowed to move from the level of reproduction to creation of their own ways.

7. Reflection
The learners should not stop producing linguistic forms on their own but they have to go forward to assess their learning process. They should reflect how they have done it and they should be given opportunity to assess their learning by feedback questions.

2.3.5 Basic foundation for task based language teaching

The basic foundation for TBLT is identifying and defining what are real world tasks and pedagogical tasks. Everyday life events and situations are known as real world tasks Few examples are: collecting new information, writing an article, interviewing and booking.

David Nunan describes the three macro functions which Michael Halliday defined. ‘three macro functions.’ Halliday describes that “people do three things with language. Firstly language is used to exchange goods and services. This is transactional or service macro function. Secondly language is used to socialize with others. This is interpersonal or social macro function and thirdly language is used for enjoyment. This is aesthetic macro function”.(1985,19)

In order to make the learners involve in learning situations it is required to change the real world tasks into pedagogical tasks. They are arranged in a sequence or series from practice to final active one. David Nunan (12) says:

a. ‘Rehearsal rationale’ is a pedagogical task.

For example, the task was to write a resume and exchange it with his partner. Then the student has to find suitable choices from the advertisement column in the newspaper and compare the choices with the partner.
The task is designed in such a way that it gives practice to do the activities of the real world such as how to apply for a job, attend the interview etc. Apart from the activities the students will be given a lot of input from the teacher as to how to tackle such situations in real life. Except a few, other activities or tasks are related to real life.

Activities such as problem solving, interviews, simulations, enacting or role-plays are very interesting and motivating to the students. But the main objectives of the tasks is not to give drilling in behavioural practice outside, rather to make their learning skills use the language in all situations. In this kind of activation tasks, students move from simply memorized and reproducing language items to use the language skills by applying the known familiar words and expressions to the given contexts.

B. ‘Pedagogical task is ‘activation rationale’

Krashen describes, ”The task-based language teaching aims at communicative involvement in pedagogical tasks and second language acquisition. Language acquisition is a sub conscious process in which the conscious teaching of grammar is unnecessary”. Krashen says that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Krashen and Terrell 1983:55). From this it is evident that exercises or activities based on form are not only important but also the natural way of learning should initiate a learner to learn.

Form-based work in TBLT is presented as skills which are known as ‘enabling skills’. As the name indicates the enabling skills are created to enable the language
skills to enhance the knowledge which will provide facilities which will result in
genuine communication, According to David Nunan, framework (2004,22) of
enabling skills are divided into two kinds;

1. Language exercises.


Language exercises have many shapes and forms. They focus on lexical,
phonological or grammatical systems. David Nunan lists the language exercises both
lexical and grammatical forms.

1. Language exercises: lexical focus.

A. “Complete word map with jobs from the list.

Computer Programmer, Doctor, Marketing Manager, Executive manager, HR
Manager, Design Engineer, Director, flight attendant, supervisor, engineer, sales
person, professor, sales manager, security guard and word processor.
<table>
<thead>
<tr>
<th>Professionals</th>
<th>Service occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architect</td>
<td>Flight Attendant.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Positions</td>
<td>Office Work</td>
</tr>
<tr>
<td>Company Director</td>
<td>Receptionist</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

B. Add two jobs to each category. Then compare with a partner. (Richards 1997:8)

Language exercise: grammatical focus

A. Complete the conversation. Then practice with a partner

A. What... you....?

B. I am a student. I study business

A. And.... Do you.... to school

B. I.... to Jefferson College

A.....do you like your classes?
B. I…. them a lot”

(Richards. 1997:8)

C. Communicative activities

Communicative activities stand in between the normal language exercises and tasks. They resemble the verbal exercises but they provide a controlled practice which consists of a certain set of language items. David Nunan (2004,25) designs a diagram to exemplify the framework.

**Fig.2:1 Framework for tasks**

![Diagram showing the framework for tasks]

**2.3.6 Components of tasks**

Three important elements or components are present in a task. They are input, data and learner procedures. The settings or situations of the tasks and the roles played by the learners during the tasks and the language teachers who facilitate the tasks will provide support to all the components of input, data and procedures. Task designers suggest that the following important elements should be considered.

Content: the subject matter to be taught.
Materials: things that learners can observe/manipulate

Activities: the things that learners and teachers will be doing during a lesson

Goals: The teachers general aim for the task.

Students: their abilities, needs and interests are important.

Social Community: the class as a whole and its sense of groupness.

(Shevelson and Stern 1981: 478)

David Nunan believes that ‘goal’ is an important task element which provides direction, not only to the task, but to the curriculum. David Nunan and Candlin propose that a minimum specification of task includes goals, input and procedures. They will be supported by roles and settings. A diagram of this is drawn below:

**Fig. 2.2 Specification of tasks (2004, 41)**

```
“Goals ←→ Teacher Roles

Task

Input ←→ Learner role

Procedures ←→ Settings”
```

**a. Goals**

Generally learning goals / objectives have to be fixed for activating any task. These goals connect the task and the curriculum or syllabus in a broader way. A wider range of outcomes and results may be connected to goals which brings out the evidence of teacher or student behaviour. The goals are indirectly or implicitly given.
Sometimes applying one set of goals will end in rejecting other goals. Adapted from Clark, it is seen that Communicative goals in the curriculum indicate what the language is used for:

1. “Establishing and maintaining interpersonal relationship and through this the exchange of information, ideals, opinions, attitudes and feelings and to get things done.

2. Acquiring information from more or less ‘public’ sources in the target language (e.g. Newspapers, articles, books, notices, magazines, documents, signs, notices, films, television, brochures, slides, tapes, radio, public announcement, lectures or written reports etc) and using this information in some way.

3. Listening to, reading, enjoying and responding to creative and imaginative uses of target language (e.g. stories, poems, songs, rhymes, drama) and for certain learners, creating them themselves”. (Adapted from Clark 1987: 226)

As stated earlier goals relate not just to language but to other aspects of learning process. The classification listed below from Australian Language Levels Project illustrates how goals can be socio-cultural, process-oriented or cultural as well as communicative.
<table>
<thead>
<tr>
<th><strong>Goal Type</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative</td>
<td>Establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feelings and to get things done.</td>
</tr>
<tr>
<td>Socio cultural</td>
<td>Have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school and at leisure.</td>
</tr>
<tr>
<td>Learning how to learn</td>
<td>To negotiate and plan their work over a certain time span and learn how to set themselves realistic objectives and how to devise the means to attain them.</td>
</tr>
<tr>
<td>Language and cultural awareness</td>
<td>To have some understanding of the systematic nature of language and the way it works</td>
</tr>
</tbody>
</table>

(Adapted from Clark 1987:227-32)

The goals emphasize the learner and not the teachers and the learner based language teaching has become a significant factor.
For any learning procedure input is the base component which is inevitable. The proper input comprising the spoken written and visual data for doing the task should be provided for every task. It may be teacher generated but sometimes learner generated. The wide range of sources of input are:

“Letters (formal and informal), newspaper extracts, picture stories, telecom account, driver’s licence, missing person’s declaration form, social security form, business cards, memo note, photographs, family tree, drawings, shopping lists, invoices, post cards, hotel brochures, passport photos, swap shop cards, street map, menu, magazine quiz, calorie counter, recipe, extract from a play, weather forecast, bus time table, notice board items, housing request form, star signs, hotel entertainment program, tennis court booking sheet, extracts from film script, high school year book, note to a friend, seminar programme, newspaper reporter’s notes, UK travel regulations, curriculum vital, economic graphs” (Hover 1986).

The list is a vivid or a good example of the fact that all the inputs always surround us and they are available in every circumstances. Morris and Stewart Dore point out that “the following source can be offered to students in the class room to improve writing.

- Articles from newspapers, magazines and journals.
- Reports to different kinds of groups.
- Radio and television scripts and documentaries
- Puppet plays
- New stories and reports
- Research reports.
• Short stories, poems and plays
• Press releases
• Bulletins and news letters
• Editorials
• Progress reports and plans for future development
• Publicity brochures and posters
• Instructions and hand books
• Recipes
• Minutes of meeting
• Scripts of group negotiations
• Replies to letters and other forms of correspondence
• Slide/tape presentations
• Caption books to accompany a visual record of an experience.
• Comic books for entertainment and information sharing”

(Morris and Steward Dore. 1984: 158)

Procedures

Along with task inputs and goals the procedures of using the input are listed as important components. Without the procedures the tasks cannot be activated. And they ensure how the learners handle the input It is not a strict or a formal procedure or in other words, less focus is paid to the formality of it. Candlin and Edelhoff (1982) pointed out that “the authenticity issue is more discussed than the selection of texts. The processes on the data should also be authentic”. Widdowson is against the idea that ‘class-room procedures should reflect the communicative performance in the real world’. Widdowson states-
“What is wanted is a methodology which will…. provide for communicative competence by functional investment. Such a methodology would engage the learners in problem-solving tasks as purposeful activities but without the rehearsal requirement that they should be realistic or authentic as natural social behaviour” (Widdowson 1987:71)

Widdowson defends the curriculum having tasks with activation rather than rehearsal ones. The ways evaluate the procedures is whether they are related to the usage of skills or enabling the skills. By adapting the tasks procedures of using skills, learners will master all phonological, lexical and grammatical forms using manipulation and practical usage, of all skills for interactive communication.

2.3.7 Task Sequencing

When the researcher provides or uses many tasks and tasks within, it requires a sequencing so that most advanced tasks could be tackled by the learners without much difficulty. The learners would not be disinterested. Hence the tasks should be categorized according to the same type it belongs to and they should be arranged in order. The tasks should be ordered “by a commonsense judgment of increasing complexity, the later tasks being either inclusive of the earlier ones or involving a larger amount of information or an extension of the kinds of reasoning done earlier” according to N.S.Prabhu (1987,39).

There should be usually more than one lesson at each level of complexity with some variation from one to next involving a great transition. According to the learner’s performance in each task any task sequence planned is subjected to change.

Six step procedure of developing tasks
In a sequence of tasks it is necessary to know the steps in which they are to be ordered. According to David Nunan (2004, 31-33) it contains six steps. They are

Step 1: Schema Building – tasks that introduces the topic, sets the context for task and introduce some key vocabulary.

Step 2: Controlled Practice – Providing a controlled practice in using the target language vocabulary, structures and functions.

Step 3: Authentic Listening Practice – Exposing the learners to authentic native speakers’ conversation and provides an intensive listening practice

Step 4: Focus on linguistic elements – Through one or more sequence of tasks provide a focus on language elements or forms

Step 5: Provide free practice – instead of working within the constraints the learners are engaged in free practice

Step 6: Introduce the pedagogical task – Introducing the pedagogical task itself.

2.3.8 Pre task and task

As per the general pattern or structure of task based language teaching it consists of tasks called Pre task and task. Pre task does not refer to the preparation of the topic or teaching the concepts at the beginning as some interpret. Among the two, one of them is to be attempted publically as a teacher-guided whole class activity and the other to be attempted by learners independently. They contain similar sequence of questions. “Each task requires the independent effort of mind, i.e. it is not possible to transfer either the outcome or the procedures of one mechanically to the other” N.S.Prabhu (1987, 53).
The pre task is a situation in which the researcher provides instructions to make the learners comprehend the nature of activity, what has to be done and how it is to be done. So the pre task is a preparation for the task with the teacher’s assistance.

2.3.9 Reasonable Challenge

Learners’ immediate motivation in TBLT classroom lies in the intellectual and practical joy and pleasure of doing the tasks and solving problems. The learners already possess a desire to do well to win the approval and recognition of the peers. Naturally they would be motivated to do the tasks and their success lies not in complete 100% learning but in engaging themselves in activities. Correction of repetitive tasks would result in frustration and negative attitudes. Hence the tasks should be reasonable enough to cater to all levels of learners. They should not be too easy or too difficult. An ideal task should be difficult but it must possess a reachable or attainable goal to the learners.

2.4. Literature Review

In recent years, many characteristics of task based language teaching are examined with reference to classroom activities. There have been a lot of investigations regarding the application of this method and it is proved to a certain extent that it fulfills the aim of the teacher and the learner. The following are few samples of literature survey and the attempts to enhance the skills of students using task based language teaching and other methods.

Prabhu N.S. (1987) in his research on the “Secondary Language Pedagogy” examined a small number of classes in primary and secondary schools in Southern India, over periods of time varying between one and three years. His teaching was
planned, carried out, and reviewed regularly by a group of interested teacher trainers and teachers of English as a part-time activity, he noted. By three ways his teaching was undertaken. Firstly, it was an attempt to develop in the course of sustained teaching in actual classrooms, and by trial and error, a teaching methodology which was consistent with the initial intuitions and maximally replicable in relation to such classrooms.

Secondly, the teaching was a means of developing a clearer perception of the intuition and of articulating it more fully in number of ways. As the perception was influenced by the teaching, the teaching too was influenced by the emerging perception, so that theory and practice helped to develop each other in the course of the five years. Thirdly, the process of this development was reported as fully and frequently as possible to a wide audience of teachers and specialists in India, through periodical newsletters and at annual review seminars, in an effort to expose it as fully as stage.

Madhavi, Kesari (2013) has done a research on paraphrasing techniques to develop academic writing in an ESL Context - An Experimental Study. It is denoted in her study that paraphrasing involves changing a text so that it is quite dissimilar to the source yet retains all the meaning. Effective paraphrasing is vital in academic writing to avoid the plagiarism. In paraphrasing the ideas and thoughts taken from the original text are restated and rephrased using one’s own words. In the final stage, students have substantially learnt the technique of paraphrasing enabling them to rephrase or summarize any quotation or a paragraph as part of their study.

Munawar Iqbal Ahmed and Syed Razzi ul Husssnain (2013) have critically done a study on “Is Task-based Language Teaching ‘The Answer’?”. They attempted
to evaluate the Task based language Teaching, discussed its basic framework, its application on classroom practice in the language teaching context of Pakistan. It is also discussed how tasks can help learners engage in the process of negotiation for meaning that may ultimately lead them towards gaining language proficiency.

Narayanan, R. Rajasekaran Nair, N, and Iyappan S. (2008) have together studied the “Errors Made by the Students of Engineering and Technology in Written English”. Their study was an attempt of identifying the errors committed by engineering and technology students and the analysis of errors. They found that most of errors are caused by an over application of L2. They conclude as the English teachers do need to inspire their students to speak English at home and with their friends in order to reduce the number of mistakes due to negative L1 transfer, but the teachers also need to try to teach more effectively the rules and conventions of writings.

Evarisha M. Syiem, (2012) in her research on “A Study on Improving the English Writing Skills of Higher Secondary Students in Meghalaya, India, Through a Three-Week Module” she has done a critical study on the importance of communicating through writing in English. She has concluded that, it is possible to teach English writing skills for secondary school level students based on proper pedagogical principles within 3 weeks. The course should include both class-room teaching and home assignments and the emphasis should be on interactive teaching and active learning by the students’ participation. The practice sessions should be logically arranged from simple to complex, from letter-writing to free compositions, Adequate opportunities should be offered for informal feed-back of the learners, corrections and revisions.
Barbara Magi Tarasovich and Benoit N. Boyer (2013) made a study on “Introducing a Writing Skills Intervention into an Undergraduate Financial Accounting Course”. This research paper describes how integrating a research project into an undergraduate business school score accounting course provides opportunities to develop critical writings skills while reinforcing ethics as part of the business school curriculum. This paper proposes a formal approach that complements a writings skills assignment early in a student’s college career. By this research, they gauged the improvement in writing abilities for specific students and assessed students’ learnings through their academic career in the college of business.

Sinha, Rajeev (2013) has done a research analysis on “Grammatical Errors of +2 Students”. He emphasizes that particular power which enables the students to generate definite sets of sentences with the help of definite sets of rules, how do we select, arrange and discourse words in a phrase, phrase in clauses and clauses in to sentences and sentences into communicative approach is the purpose of teaching grammar.

Mukesh Kumar (2013) has done a research on “Orthographic Errors at the Undergraduate Level in Bihar”. His paper closely looks at the spelling errors. This paper apart from discussing the law of errors talks about the errors that are ‘ultra vires’ i.e. beyond the comprehension of the speakers of standard varieties of English.

Mahan Attar and Chopra S.S. have together done a research on “Task-Based Language Teaching in India” (2010) and it is described as “the aim of a task-based class is stimulating language use, activating whatever language the students have, and providing learning opportunities for students. The cycle of task-planning report, can stimulate a natural desire in students to improve upon the language, and the language focus component can enable learners to systematize their knowledge of language
structure. This kind of teaching helps teachers to maximize opportunities for learners to put their limited language to genuine use of creating a more effective learning environment”.

Viswanathan M.R (2013) has done a research study on “Overcoming situational constraints in communicative language teaching’’ and explored that instead of being a faithful to all the principles of ELT, one may bring in changes in tune with the prevailing needs and in conformity with local conditions. He prescribed some changes like ‘introducing code-switching as learners feel comfortable using a language they grew up with and to which they most relate emotionally and psychologically.

2.5 Conclusion

Task based teaching is very rich in content because of its research efforts and projects done by so many. It provides a lot of possibilities which can be formed as theories. This chapter explores many factors of task based language teaching and convinces one that it can promote learning when employed. The components of tasks and various types of task and its relation to linguistic form and meaning - all persuade one to experiment with this method. The task based language teaching thus inspires one to adopt it in the language classrooms which would bring authentic and sustainable results.