

## ENHANCING LSRW SKILLS THROUGH TASK BASED APPROACH

Dr. K.P.Padmaja  
Lecturer in English  
SPW Degree & PG College,  
Tirupati  
E mail: drpadmajakp304@gmail.com

### INTRODUCTION

Language is a tool for understanding analyzing, expressing and developing one's own task. In view of English language learning, exiling from one's own dialect and to be an expertise in learning four skills of listening, speaking, reading and writing is the most challengeable task for native learners. To ease this background for mastering their language learning skills a systematic approach is essentially needed for every language learner. The term communicative competence is the competence in communication which covers all modes of competence in linguistic behaviours by the speech community. This includes both social and grammatical behaviours. The term all modes of communication can further be explained as the language competence that has total comprehension, and total verbal exposition in all modes of society, which includes group interaction-interpersonal interaction involving different dialectal areas. Also, the verbal exposition will encompass the non-verbal behavior which has cultural compatibility. As it is evident from the above, one can think of two different kinds of competence namely, grammatical competence and communicative competence. The term grammatical competence is one which can be achieved by way of exposing one to the structure of language, whereas, the communicative competence can be achieved by exposing oneself both to the structure of the language as well as the social behavior which revolves around certain conventional rules as put forth by the society. Fostering the above said competence and to acquire the core skills of language, task based learning is highly helpful to bring one's own talent in a cognitive related way.

When there are many approaches in English language teaching, one of the best approaches is task based approach which has been successful over years. Every language teacher realizes the importance of the learner centered and flexible approach and the demand for communicative language teaching which helps to understand the language in context and to use it in real life situations. The advantage of the task-based approach according to its advocates, is that during the task the learners are allowed to use whatever language they want, freeing to focus

entirely on the meaning of their message. This makes it closer to a real life communicative situation. In task based approaches the focus of classroom activities is on the task, and ultimately on meaning. Task based learning offer the student an opportunity to do exactly this. The primary focus of classroom activity in the task and language is the instrument which the student use to complete it. The task is an activity in which students use language to achieve a specific outcome.

The activity reflects real life and learners focus on meaning; they are free to use any language they want. The main advantages of TBL are that language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class they are forced to consider language on a single form, the aim of TBL is to integrate all four skills and to move from fluency to accuracy plus fluency. The range of tasks available. (reading texts, problem solving, role plays, questionnaires etc. offers a great deal of flexibility in this model and should lead to more motivating activities for the learners.

### **What is a Task**

The task in TBLL can be defined as a goal-oriented activity where real outcome is perceivable in the learners. The primary focus of these tasks is the meaning that they communicate. The specified objectives of the tasks are be realized in a defined time schedule. Many linguists identify focus major characteristics in their approaches to the concept of task.

- Focus on meaning is primary in a task
- Gap in information, reasoning or opinion is a pre-requisite for accomplishing a task.
- Choice of the linguistic resources necessary for the accomplishment of the task must be chosen by the learners only based on the relevance.
- A resultant well defined non-linguistic outcome should be the objective of a good task.

### **Task based language learning:-**

TBLL is an instructional process purposing the acquisition of target language through structured and well chosen series of tasks. Learner-oriented and learner relevant authentic materials are used. Not only the material but the very learning becomes authentic by the choice

of real-time situations built into the task themselves, giving an impression of immediacy up to the learner. Illustrations drawn out of the theories of language no longer find a place in this approach, making way to learning of language by doing and real practice in real contexts in contrast to erstwhile pedantic approaches.

### **Role of the teacher**

The role of the teacher in TBLL is not significant in the sense that a lot of preparation and creativity is required for planning, designing and effective execution of the tasks. But the educator appears to be dormant allowing the participants to be dominant in the accomplishment of the task just being a facilitator of learning rather than imparter of knowledge. His job is, mostly to select and sequence the tasks and to create awareness among the learner about the nature, objectives and processes of tasks. He involves in pre task activities and prepares the learners for the tasks, monitors the process of tasks, guides and evaluates the accomplishment of the tasks.

### **Role of the learner**

Learner is the prominent participant in the TBLL frame work. He is the interactive participant in the group involving in his own learning. The learner is the creator, innovator and the risk taker in the process of the task. He will have to identify authentic materials for focus depending on their utility and use in day-to-day life and relevance to his own situations.

### **Frame work of the task-based language learning**

Three major integral components compose the TBLL framework underlines the need for optimizing the language learning conditions through a spontaneous exposure to the target language for the expansion of meaning and right motivation of the learner to actively involve themselves in the processes of the tasks and language learning.

### **Pre-task**

Initially the teacher can offer scaffolding to the learner by an exploratory approach towards grammar constructs or vocabulary items and prime the students accordingly through the conventional paradigm of present practice-produce (PPP) Through the presented model the students can be directed towards creating their own tasks. The purpose of the pre-task is

primarily to introduce the topic and task and create a general preparedness. At times it encompasses brain storming, watching and listening to the native speakers doing the task to get at the natural syntactical patterns and vocabulary items in real situation as against the contrived situations of the classroom. The teacher could assist the learners by highlighting certain useful words, phrase and expressions to make them understand the instruction for the task itself.

### **Task process or task cycle**

Task setting is the initial step in Task cycle. The tasks must be relevant to the learner, achievable, simple with a specific goal and to be accomplished in a defined time frame. Real time situations can be built in into the tasks to make the language learning more meaningful. It aims at developing fluency in the target language while making the student confident some prime aspects of the tasks are goals and objectives, input, the actual activities, the role of the teacher, the role of the learner, the general setting, the end outcome and evaluation. In the task cycle the learners involve themselves in the task using the language either in pairs or in small groups, depending on the nature of the task. Usually the teacher monitors without resorting to error analysis or correction. The focus is more on meaning and outcome rather than form. Scholars have identified certain broad categories of tasks based on listening, ordering and sorting, comparing, problem solving, sharing experiences, matching and finding similarities and differences. At the end of the task some of the learners or all of them report either to a selected section or to the whole class about the way they have completed the task and the final outcome. They could receive the feedback on that from the teacher or from the advanced learners in the other groups. The rest of the class listens in order to compare that with their own performances.

### **Focus on the language**

This is the last phase of the task. The students analyze the text, discuss specific features, the merits and the lapses in finding relevant meanings. The discovered new words, phrases and patterns may be recorded for further comparisons. The identified words and expressions could further be practiced with the help of the teacher either during or after analysis.

## **Types of TBLT**

1. Dialogues and role plays:- Learners communicate with each other based on a given situation. These tasks can be either scripted or spontaneous depending on the proficiency of learners.
2. Pictures and picture stories:- Tasks like spot the difference, memory test, sequencing pictures to tell a story, picture description can be used in order to engage learner in communication. This task will help the learners to use their innovative ideas.
3. Puzzles and problems: Learners need to make guesses by using their general knowledge, logical reasoning and personal experiences.
4. Sharing personal experiences:- these types of tasks motivate learners and make them talk freely about themselves or personal experiences and the outcome of the tasks are similar to casual social conversation.
5. Target task:- It is a piece of work that involves what people actually do in everyday life. A few examples of target tasks or real world tasks are making a railway reservation, writing a letter, making hotel reservation etc.

## **Advantages of TBLL**

1. TBLT offers language production through meaning-focused communication.
2. TBLT satisfies three essential conditions for language (1) exposure (2) use and (3) motivation. Since these communicate task-completion activities engage learners in authentic pragmatic and contextual use of language.
3. Learners develop their skills when they are pushed to perform in the classroom, In this attempt some learners would innovate from their existing knowledge.
4. Spontaneous enthusiastic participation on the part of the learners in classroom teaching could be solved through TBLT, thus bringing, Innovation and dynamism into language teaching

## **Disadvantages of TBLL**

As every coin has two sides even TBLL has some disadvantages. TBLL demands greater levels of initiations and creativity on the part of the educator. Though, the tasks aim at the participation of all the learners, non-involvement of some is always advantages evident. In

addition, in their concentrated focus on fluent use of language, the learners are noticed to sacrifice accuracy.

## Conclusion

To conclude an ELT teacher is shouldered the highest responsibility of teaching the global language. Task based activities encourages students to be more ambitious in the language they use and the physiological dynamics of the group which works together to complete a task will have a great influence on the success. Thus the students are more likely to have enriching and enjoyable experience of education. It further provides them with extra linugistic skill building.

1. Nunan, David, Task-based Language Teaching, Cambridge Unniversity Press 2004.
2. Willis, Jane, Task-based Methology Framework longman, oxford 1996.
3. Richards Jack C. Communicative language Teaching Today, Cambridge, Cambridge university Press men 2006.
4. Bruton.A Task Based language learning For the state Secondary FL classroom? Language learning Journal No31, 55-68,2005.
5. Brown, D.H principles of language learning and Teaching New Jessery prentice Hall Regents 1987.
6. [http://www.educ.ualberta.ca/staff/olenka\\_bilash/best%20of%20bilash\\_task\\_based%20languages%20teaching.pdf](http://www.educ.ualberta.ca/staff/olenka_bilash/best%20of%20bilash_task_based%20languages%20teaching.pdf)