

**"Emerging Trends In English Language & Literature" Task-Based  
Language Teaching Approach And Its Implementation In The English Language  
Teaching Scenario In India**

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**ABSTRACT**

**TASK-BASED LANGUAGE TEACHING (TBLT)**

Undertaking Based Language Teaching has arisen as a powerful methodology towards instructing language to students of all ages. Shockingly, it has been seen that the act of talk based strategy and instructor focused educating of English actually perseveres in the ELT situation in India. This paper talks about different parts of Task-Based Language Teaching, for example, the standards on which this methodology is based, its attributes, its segments, and so on Next, it shows the different phases of errand plan. Likewise, it investigations some powerful assignments so comparative undertakings can be planned. Plus, it fundamentally examinations one action which is extremely conventional in its methodology and gives proposals for its alteration as an undertaking. It is trusted that this paper will give a few thoughts regarding training English after TBLT and how undertakings should be intended for proficient English language instructing.

Keywords: task-based language teaching, Phases,existing situation .

**INTRODUCTION**

Learning arises all the more effectively and proficiently through dynamic investment by the students in the learning cycle and cooperation among them. In the current situation of English language educating in India, endeavors to make the students more associated with the learning cycle is arising. All things considered, there is a ton of degree for development. It should be guaranteed that the training learning measure isn't uninvolved.

Late investigations have demonstrated that Task-Based Language Teaching (TBLT). Approach gives abundant occasions to the students for learning the language by effectively taking an interest in the class. An endeavor has been made in this paper to investigate how viable assignments can be planned and TBLT can be actualized for powerful instructing of English as a subsequent language.

**TASK-BASED LANGUAGE TEACHING (TBLT)**

TBLT starts from Dewey's view about the significance of involvement for successful learning (Ellis, 2009) and stresses intentional and useful language use by utilizing genuine undertakings in study halls for students to encounter learning. Integral to this methodology is the errand. Richards and Rodgers characterize TBLT as "a methodology dependent on the utilization of errands as the center unit of arranging and guidance in language instructing". It

is accepted that in TBLT, the emphasis is on the way toward taking care of the work, the aptitudes and procedures included. Correspondence and importance are stressed in the achievement of an undertaking objective. Exercises of an errand are sequenced as far as their trouble. This trouble of undertakings, further, relies upon factors like the degree of language, the intellectual unpredictability of the errand, the level of help accessible, students' presentation to the language, and so forth. In addition, this methodology is student focused. Assignments depend on the requirements of the language students. Accordingly, TBLT endeavors to give students openings and target language needed to convey all the more successfully, in actuality. The errands depend on „real world? circumstances that can plan regular correspondence outside the homeroom settings.

### **CHARACTERISTICS OF TBLT**

The TBLT approach to language teaching is unique because of the following features:

I. Utilization of ordinary language: draws in students with errands that have regular language as their core interest. Along these lines, the students get occasions to utilize bona fide language. It constructs trust in the students to utilize the objective language, in the long run, outside the study hall. Consequently, TBLT is significant in our circumstance where the students get not many occasions to rehearse target language outside the study hall.

ii. Educator as an onlooker: In TBLT, the job of the instructor during the execution of an errand is that of a spectator so naturalistic language use is cultivated. The students get opportunity in utilizing the objective language for imparting. The students communicate normally.

iii. Which means based: In an assignment, the emphasis is on importance instead of on the structure. Which means is haggled to achieve the open reason. This significance exchange gives occasions to naturalistic language use. Jeon and Hahn underline that language realizing, which is a formative cycle, advances correspondence and social collaboration. As indicated by them, students become familiar with the objective language all the more viably when they are normally presented to important errand based exercises. (Jeon and Hahn, 2006:125). It is accepted that when students are occupied with an assignment work, they improve setting for the actuation of learning measures than structure centered exercises, and thus gives better occasions to language figuring out how to occur. Assignments require the students to arrange meaning and participate in naturalistic and important correspondence which, eventually, brings about language learning. Be that as it may, a few specialists, for example Ellis, underscore that emphasis on structure is additionally viable with an essential spotlight on significance.

iv. Fulfillment of an errand is the objective: Successful achievement of the undertaking is a definitive objective of each assignment. This propels the students. In TBLT, students

effectively partake in finishing errands and screen their exhibition. Additionally, they face challenges in performing undertakings for which they may need total phonetic assets or they might not have commonality however need to utilize reflection. A few assignments may permit them to be imaginative and inventive as TBLT is student focused. Educators likewise assume an essential job during the time spent effective errand finish. They encourage learning; they choose and change or configuration new undertakings and give exhibits of how to do them effectively. Additionally, instructors notice and break down students' conduct during task execution and offer required guidance.

ii. The job of instructional materials

iii. TBLT depends on a sufficient stock of reasonable study hall undertakings. Such undertakings may require significant time, assets, creative mind, and so forth The accompanying materials are extremely helpful as assets for errands The following materials are very useful as resources for tasks

1. Instructive materials which include:

<sup>a</sup>texts containing task-based exercises

<sup>a</sup>teacher asset books containing agent test task exercises

<sup>a</sup>task assortments as course readings

2. Realia that can be utilized for introducing the information language for an undertaking are genuine materials, for example, web, papers, TV, and so on

Assignment: The center component of Task-based language instructing (TBLT)

The thought of "Errand" is the focal unit of arranging and educating in Task-based language instructing. An assignment is a movement or objective that is completed utilizing the objective language to arrange meaning. It includes the students in naturalistic and important correspondence. Consequently, which means is the foci of an undertaking. Undertakings give chances of true language use. Undertakings can be arranged into educational assignments, for example data hole exercises and non-educational undertakings, for example booking a lodging, and so on

Basic components of errands are: which means, target language, and a result. Nunan (2004) characterizes an errand as, "A bit of study hall work that includes students in appreciating, controlling, delivering or communicating in the objective language while their consideration is centered around activating their syntactic information to communicate meaning, and in which the goal is to pass on importance as opposed to control structure. The assignment should, likewise, have a feeling of fulfillment, having the option to remain solitary as an informative demonstration in its own privilege with a start, a center, and an end." Further, he classifies errands as two sorts –

a)real-world undertakings, and b) academic assignments.

Ellis (2009) examines four extra rules that may recognize an academic errand from a customary language-educating action. As indicated by him, a movement in an instructive undertaking should focus on significance and there should be some sort of hole which make such an interest on the students that they think about their own phonetic and non-semantic assets or potentially related knowledge to finish the action.

As per Skehan, "Assignments are exercises which have significance as their essential core interest. Accomplishment in assignments is assessed regarding accomplishment of a result, and errands for the most part bear some similarity to genuine language use."

In light of the various perspectives with respect to what comprises an errand numerous portrayals of fundamental undertaking types in TBLT have been created. Breen gives this portrayal of an undertaking, "A language learning errand can be viewed as a springboard of learning work. From a wide perspective, it is an organized arrangement for the arrangement of chances for the refinement of information and abilities involved in an out of another dialect and its utilization during correspondence. Such a work plan will have its own specific level headed, proper substance which is to be worked upon, and a methodology... any language test can be seen inside the range of errands. All materials intended for language instructing through their specific association of substance and the working methods they accept or propose for the learning of substance – can be viewed as compendia of assignments."

Willis proposes six assignment types. These errand types are - posting, requesting and arranging, looking at, critical thinking, sharing individual encounters, and inventive assignments.

Pica, Kanagy, and Falodun (1993) arrange undertakings into the accompanying five sorts. These kinds of errands are as per how students cooperate among themselves and with the content produced during the undertaking achievement.

- Jigsaw errands Learners need to join various snippets of data to frame an entirety.
- Information-hole assignments one student/gathering of students has one bunch of data and at the equivalent

time another student/or gathering has a comparing set of data. Each gathering needs to arrange and

discover what the other party's data is to finished an action.

- Problem-tackling assignments Learners are given an issue and a bunch of data. They should show up at a

answer for the issue.

- Decision-production assignments Learners are given an issue and various potential results.

They should pick one arrangement through exchange and conversation.

- Opinion trade assignments Learners talk about among themselves and trade their perspectives on a given point. In such an undertaking, students are not generally expected to agree.

Phases

## OF A TASK BASED LESSON

In an errand based exercise regularly three phases are found.

In TBLT each errand comprises of three primary stages at least one pre-task movement/ies, an undertaking action, and at least one post-task action/ies. The primary stage is known as "pre-task". At this stage, educators and students attempt exercises that will prompt the genuine undertaking, for example the students can design the presentation of the undertaking. A movement like the errand action is finished. This stage readies the students to play out the undertaking so that encourage language learning. This stage should persuade the students to play out the real undertaking. It should help in playing out the assignment. The students should be given an outline of what the students will be needed to do and the idea of the result they will show up at.

The subsequent stage, "during task" centers around the assignment itself. In managing a responsibility the students utilize whatever language they as of now need to communicate. During the undertaking time the instructor screens the class empowering in a steady manner each student's endeavors at correspondence in the objective language. In spite of the fact that the educator helps students in defining what they need to state, at this stage they won't intercede to address mistakes of structure. At this stage the accentuation is on building certainty and creating familiarity with utilizing the subsequent language. The students may need to work under time tension.

### **Different instructional procedures are utilized at this stage.**

At that point, the students set themselves up for the following stage when they should report quickly to the entire class how they managed the work and what the result was. For this each gathering/pair is offered time to draft and practice what they need to compose or state. The instructor causes them by prompting them on language, revising their mistakes, and so forth. At this stage, the accentuation is on clearness, association, and precision that is suitable for public introduction. At last, a few gatherings/sets report quickly or in full to the class so everybody can analyze their results. While the remainder of the class remark and add additional focuses or take notes. The instructor remarks on the substance of the reports.

### **ACCEPTING**

I'd love to

That sounds nice.

That would be great.

**DECLINING**

I'm afraid

I'm leaving tomorrow.

I'm visiting a client.

I have a meeting.

Now practise making invitations with a partner like this

Make an Invitation .

Decline. Give a reason.

Make an alternative invitation.

Accept.

D. Work on making more solicitations.

You are Pat Barton. You have now been in Sydney for multi week and your colleague, Chris James, is coming to go along with you. You have a free end of the prior week you start an occupied round of gatherings on Monday. Educate your accomplice concerning a portion of the things you have done and seen and make proposals for the end of the week. You are Chris James

You've recently shown up in Sydney to join your colleague Pat Barton , who has just been there seven days .You have a free end of the prior week you start an occupied round of gatherings on Monday. You need to see things, yet you additionally need to recuperate from the flight and loosen up a bit."

Creator's remark: In the above assignment, the pre-task C rouses the students to tune in to a discussion and discover the right answers.

These discussions, Conversation one, for instance, additionally presents a few expressions and sentences that would be needed to play out the real errand. For example, "Might you want to eat with me around evening time?" (For making a greeting)

Next, in action C, the students have been furnished with certain expressions that can be utilized for

making a greeting, tolerating it or declining it, viz. "What about taking a harbor journey?", for making, "That sounds pleasant" for tolerating, "I'm worried, I'm visiting a customer" for declining a greeting. This language input helps the students in doing the movement where they have been approached to make a greeting, decay it, at that point, again make an elective greeting lastly to acknowledge it. This action requires the students to work two by two. This will produce cooperation among the students. At last, in the action given in D, the students are approached to work on making more solicitations. This is a data hole movement where the students work two by two. The circumstance is given to them. The educator will explain the guidelines for the errand and help the students by giving halfway show of assignment methods. In the event that time pressure is given, at that point the assignment will be more successful.

### Advantages And Challenges Of Task-Based Language Teaching

Assignment based language educating furnishes students with legitimate circumstances, real language shapes, an important reason, and abundant occasions to associate with different students. A few advantages of TBLT are, viz., it gives a setting to "characteristic" learning inside the homeroom, it rouses the students in learning the objective language by effectively captivating themselves in the assignment, fruitful achievement of undertakings builds up a sensation of trust in the students in utilizing the objective language, it zeros in additional on creating open skill of the student than on exactness. Notwithstanding, exactness isn't totally dismissed.

In spite of the fact that TBLT has numerous advantages, it isn't liberated from difficulties. Some basic difficulties that are looked in the usage of TBLT are – it requests an elevated level of inventiveness, the instructor is considered to be extremely unique, restricted admittance to assets is a genuine hindrance, scarcity of time is likewise an incredible test, and absence of legitimate preparing is another impediment. Besides, adequacy by the students likewise influences the viability of the methodology. Students may, from the outset, decline or object to Task Based Language Learning as this sort of guidance isn't comfortable to them.

### THE EXISTING SITUATION

The facts demonstrate that applying TBLT prompts viable language educating. Nonetheless, as a general rule, TBLT is drilled distinctly in restricted homeroom circumstances. Now, the writer might want to refer to a model from a current reading material recommended for the undergrad level BBA course of Guru Go tie Singh Indraprastha University, New Delhi. The name of the course book is PERSONALITY DEVELOPMENT AND COMMUNICATION SKILLS. It has been created by C.B. Gupta.



Depiction of an action: In Unit III, part 14, pp. 14.3, of this book hints for drafting a letter of enquiry and answers to enquiries have been talked about, e.g.,

"a. Express the reason for your letter, regardless of whether you need products, administrations or data. (for drafting a letter of enquiry )

b. Thank the purchaser for his letter and show gratefulness for his premium in your firm, its item or administrations, and so forth (for drafting an answer)

At that point not many examples are given in pages 14.4, 14.5, 14.6, 14.7, and 14.8. Then, in the activity segment the accompanying inquiries are given on page no.14.41 -

8. As a custodian of your school draft a letter of enquiry to a distributor requesting their most recent lists and paces of rebate offered to libraries.

9. Draft an answer to the above enquiry."

Creator's remark: This method of presenting a subject is conventional. The theme is identified with composing, that as well, composing for business correspondence. It has a great deal of degree for including students in the learning cycle through TBLT. For this situation, regardless of whether the course book doesn't give the students any chance of learning through TBLT, an instructor can make their showing compelling in the event that they know about the TBLT approach. (In the first place, by giving a few letters of enquiry as information and asking different perusing appreciation inquiries like: what the motivations behind every one of these letters are, what are the particular thing that the journalists have referenced that will assist the addressees in answering to them with legitimate data. Next, requesting them to finish a couple of fragmented letters from enquiry. At long last, they can be approached to draft a letter of enquiry. The students can be approached to work two by two or little gatherings.). In this way, educator preparing is extremely essential for growing such mindfulness.

Portrayal of an action: Let's gander at another model from the book *First Steps in Academic Writing, Second Edition* by Ann Houge. In Chapter 5, *Stating Reasons and Using Examples*, Part 1 Organization,

pp.124, a model section is given and a few inquiries are posed on the a few parts of composing dependent on that passage. For example, "What is the title of the passage? What number of reasons are given? What words present these reasons? What number of models are given for each reason? What words reveal to you that these are models?" and so on Next, on pp 125, the creator clarifies with models from the model section, why it was important to give reasons and backing each reason by giving explicit models in this passage, how that was done in the passage. After this, in Practice 1, the accompanying exercises are given:

"A. Work with an accomplice. Consider two explicit models for each reason ...

Initial, a theme sentence is given-

Joe's Diner is the best café around.

At that point two reasons are given-

1 st reason: A. The food is delectable

Example1: Joe's twofold cheeseburger is delicious and loaded with flavor

Model 2: ... .."

For the following movement B, just the point sentence is given and the students are approached to compose the two reasons and models.

Creator's remark: The above model is task based and includes the students. To start with, they get a contribution to the type of the model passage. Next, in Practice 1, they are applying

what they have realized in the past movement, i.e., while responding to the inquiries regarding the model passage.

End

This paper has talked about different parts of Task-Based Language Teaching approach, for example, the attributes of this methodology, different components that impact TBLT, and so forth. The thought of a 'task' has been talked about in detail. The delineation of the exercises for the different phases of an undertaking is wanted to give a superior agreement and create more thoughts on how errands can be intended for showing the objective language. TBLT advances correspondence and true language use in second language classrooms. This component of TBLT makes it more compelling as an instructing approach in the Second Language Teaching setting. Additionally, less instructor control helps trust in students. Further, significant and true setting gave as info and fruitful assignment execution brings about inspiration with respect to the students in the learning cycle. All these, at last, bring about better language learning. This paper endeavored to stress this part of TBLT. In any case, there is a need to change the current language encouraging situation so that Task Based Language Teaching approach can be embraced to amplify language learning by the students. Educator preparing is exceptionally critical with the goal that the difficulties which this methodology stances can be survived.

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