



Role of Teachers and Learners in TBL

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Abstract

The modern concept of Teaching Learning gives important factor for the learning in developing experience and skill. TBL fosters teachers, learners, textbook compiler, and curriculum designer to cultivate this approach, as cognitive approach have become compulsory in today's competitive era. To meet modern learning demands, initiators began escaping their manuals as task-based, and many course designers explains their new concept of subject followed the TBL concept — although few lacked a vivid perception of the difference between work-based and task-released learning. It aims to analyze and show the merits and demerits of this method, while also discussing the elements that proceed to its foster and the different types of work and activities commonly used in classrooms.

Keywords: *Task-Based Learning, Cognitive Skills, Curriculum Design, Textbook Publishers, Classroom Tasks*

Introduction:

The significance of task-based learning in today's educational setting is reflected in the growing number of recent studies and publications devoted to this area. This approach prioritizes the exchange and communication of meaning, placing less emphasis on linguistic forms (Ellis, 2009). According to Bygate, Skehan, and Swain (2001, as cited in Ellis, 2009, p. 5), a task is an activity that requires learners to use language meaningfully to accomplish a goal. Similarly, Lee (2000, as cited in Ellis, 2009) explains the work as important activities that provide support to the learner for producing to develop new concept of language. Nunan (1989, as cited in Ellis, 2003, p. 7) explains this work to

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involve learners in understanding and changing the concept of required language. Each work of learning involves both comprehensive and conceptual elements. The main objective is not generally to expose required outcomes. The task gives the meaning of described factor in the mind of learner. The learner becomes eligible to learn required language. Ellis (2009, p. 7) explains that mental operations perpetuates mental activities and mental traits such as thinking, reasoning, joining, creating mental image, processing encoding language codes, encoding cognition, and information.

Statement of the Problem:

There are various teaching and learning approaches and technique in the world. The researcher has to try to find out the modern concept of teaching related to the relevant situations among the students. The different situations of the learners such as geographical situations, area of perception, the learner feels difficulty to adopt required language. Without task based learning, the learners can not adjust and apply different norms of language and morphology of language. Varieties of technology has made it easier to create concept of language among the learners. It has been believe that TBL approach is best approach and effective way of learning target based language. The situation that has been found among the learner and teachers has been a big problem for teaching. Therefore, this study will be focused on the following research questions:

- a. What are the various types of task-based technique?
- b. What major opportunities can be utilized in task-based teaching?
- c. What are the strengths and weaknesses of task-based learning?

Objectives:

The objectives of this study are:

- a. To examine the various types of task-based teaching approaches.
- b. To identify the opportunities available for language learning.
- c. To analyze the strengths and weaknesses of the task-based approach.

Methodology:

To carry out this study on task-based learning, a qualitative research approach was

employed. The library research method was used to address the stated objectives. Relevant information was collected from various textbooks, reference materials, and related sources.

Literature Review:

Task-Based Language Teaching (TBLT) has been implemented in the teaching of reading for many years (Willis, 1996; Nunan, 2011). Nonetheless, there is still a lack of sufficient conceptual and empirical studies that adequately justify the use of TBLT specifically for reading comprehension. On an international level, Hafiz et al. (2014) conducted a quasi-experimental study using pre-tests and post-tests to examine the impact of task-based instruction on the reading skills of Iranian pre-intermediate learners. The scanning, skimming, and summarizing promotes the learning procedure in the classroom. They give suitable condition for the participants and learners. They create appropriate situations and relevant conditions for physical and mental preparations.

Varieties of Tasks

Among the learners, listening is the first task that is to be given to the learner, speaking is second task given to the learner, writing is the third task that is to be given to the learner and reading is fourth task that is to be given to the learner. Among these task, the particular situation created by teacher makes it easier to learn required language. Listening and speaking are fundamental task for the learner. Writing and reading are secondary task that are to be adopted by the learner. The teacher has to create suitable situation for the learner. Physical activities are the visual task that are to be completed by the learner. Mental activities are psychological traits that are to be assembled into the image of brain. Mentalism is secondary aspect of the learning. The cognition and meta cognition are focused on mental task. It is difficult to organize mental activities in the perception of learner. The outline of mental activities can not be exposed vividly in the mind of learner. For learning the learner and teacher has to compile mental activities in different situations. The physical activities are controlled by mental activities.

Form-focused production tasks: The framing of specific activities remembering certain structure is known as form-focused production task. The learners has to

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remember of concept of syntax and structured of given symbols. These forms of language are guided by framing of length of the sentence, form of the sentence, pattern of the language, morphology of the language, anatomy of the language, and certain features of the language. The semantics of language has to be created by form focused production.

Acknowledgement tasks: The task learn by language learner due to the principles of the language and theory is known as acknowledgement task. It provides attention to the learner and teacher.

Sense-raising tasks: The adaption of different types of feelings such as vision, understanding, applying grammatical rules, syntax, enhancement of mental activities is known as sense-raising tasks. The focused mental sensations are closely related to learning. The creation of awareness in the mind is backbone of sense raising task. It encourages mental abilities and mental skill among the learners. The learners are encourages to explain the events and situations applying grammatical rules for the creation of required language.

There are two mental tasks in the perception of learners. They are focused and unfocused task. These two types of tasks are to be controlled by the teacher for teaching. The practice is to be done by the learner for communication (Howatt, 1984 as cited in Ellis, 2009).

Research explains that contained base learning creates accuracy in teaching learning procedures. It provides planning of time before involving in learning. The learners creates new image in brain by post card activities (Skehan, 2002).

Advantages of the TBL Approach

The advantage of the TBL approach are as given below:

a) Continuous Interaction:

Continuous Interaction creates new vision among the learners. The learners cannot express views of target language without continuous interaction. Thinking and rethinking language patterns in the brain of the learner is known as continuous interaction. It makes it easier for the learners to encode and decode language related reflection.

b) Completion:

The process of achieving something efficiently and accurately in learning is known as completion. It refers to achieving something with its appropriate form (Segadowitz, 2003 as cited in Rider et al., 2007).

c) Access to Learn Vocabulary:

TBL provides learners with appropriate context applying fundamentals of language. Typically, the instructor gives introduction of worlds providing participation with proper attention. The poor learners writes many words from different tasks thinking the words properly.

d) Creating Opportunities for Language Use:

The process of giving different contexts to the learner is known as creating opportunities for the learner. We use different technique to involve learners in creating mental power among the mental procedures. Learning language requires pre task activities and post task activities. These activities are also known as appropriate situations to learn the language effectively. The collaborations makes it easier for the learner to create applications of language in different situations (Andon, 2010).

e) Enhancing Opportunities for Interaction:

The process of adjusting skill to say something in front of mass is known as enhancing opportunities for interaction. There are three main procedures that are to be adjusted in enhancing opportunities for interaction. They are: assimilation, adjustment, and acceptance. Some of the opportunities are not favorable for the learner, some of the opportunities are moderate and some of the activities are more favorable for the learner. The process of these three fundamentals factor are to be initiated by active participations of the learners. The participations of the learner in process of learning acquires new concept of learning and learners become eligible to learn language in complete ways. The teacher has to create new possibilities for the learners to learn new language.

f) Projective Learning:

The process of learning conceptual foundation for opportunities is known as projective learning. It creates intellectuality in the active involvement of mental activities. This approach provides deep knowledge to the learner and create integrity among the mental symbols of learners. The social psychology makes it very clear to learn language. The possibilities are increased due to projective learning. The insightful pictures are to be symbolized due to projective learning. The passivity of learner can be deleted applying projective learning. The learners become very active to learn more amount of the words in projective learning. (Nunan, 2004).

Disadvantages of TBL approach:

The disadvantages of TBL approach includes internal and external factors. The factors that they are related with external conditions such as health, geographical situations, climate, classroom facilities, classroom management, teaching learning materials are known as external factors. The factors that they are related to internal conditions such as learners ability, learners skill, concept of learning, view, intelligence, reasoning power, mentalism, cognition, metacognition, attitude, aptitude are known as internal factors. The external and internal factors are very important for learner and teachers. Among the various types of difficulty, the study summarized following disadvantages:

a) Task Difficulty:

It is difficult to manage learner performances to apply norms for learning, understanding the essential situations for learner to cover up language and course of study. According to Candlin (1987, as cited in Tavakoli, 2009), factors such as mental load, clear concept of task goals, code of completion, and the density of required language. Task difficulty is further categorized into:

i) Code Complexity: It covers factors such as vocabulary load, redundancy, and language density.

ii) Communicative Stress: It covers limitations such as time constraints, trend of performance, and the number of participants.

iii) Cognitive Complexity: It covers topic, genre, the work itself, and mental processing demands like accuracy and sufficiency of the factor provided for information. (Skehan,

1998 as cited in Tavakoli, 2009).

b) Mismatch between Learners' and Teachers' Perceptions:

Study shows that classroom events are often comprehended differently by learners and teachers (Kumaravadivelu, 2003). Learners cover task obstacles based on given factors:

i) Cognitive Demand: It challenges in perceiving the task, acquiring extra time, attention, or materials.

ii) Linguistic Demand: It covers the factor of encountering unfamiliar words or structures.

iii) Clarity of Visuals/Story: The need for vivid and generally transparent resources without confusion.

iv) Amount of Information: It covers both use and difficult information.

v) Task Structure: It covers the information, organized pattern and presented figures.

vi) Affective Factors: It covers personal choice or skill to show the ability.

Generally, teachers often show task performance to the students' age, cast, ethnic, cultural background, and language ability. Some also think the presence or absence of required background sources in a story as effecting action (Tavakoli, 2009). These findings points a misuse between instructors' desire and children' perceptions, including challenges in the teaching procedure and learning approach (Kumaravadivelu, 2003).

c) Validity of Tasks:

Some aspects of a task shows that it should clarify real-world activities. However, many tasks used in new learning—such as describing a symbol for a child to draw, identifying differences between symbols, or explaining a concept from diagram—are unlikely to perceive real-life activities. While the authenticity of such work is sometimes asked, it is claimed that the discussions during these work assist children develop attitude useful in actual communication. These works may not give actual authenticity but can still give interactional authenticity (Skehan, 1996a as cited in Ellis, 2003). Simplified concepts of works can help learners in maintain current communicative help while attributing to sustainable language progress (Guariento & Morley, 2001).

d) Output:

An important feature of a task is that it gives a vivid product, objective being essential (Crookes, 1986 as cited in Ellis, 2003). However, sometimes children may successfully accomplish a work without intended goal. For example, in work like indicating differences between diagram, children might accomplish the work without using language code. In such cases, the teaching value lies more in the language, linguistic and cognitive action involved during the teaching learning outputs. The teaching outcome rely on three elements: the contribution of personality, the work itself, and the situations in which it is completed. This applies that pre-symbolized work can alter depending on how children come into contact of them, and the product may not combine with the actual goals. Breen (1989, as cited in Murphy, 2003) claims that “children are capable of engaging even the most beautifully decorated task.”

e) Language Deficiency:

Initiators with limited linguistic information often struggle to involve in works. In speaking role such as actual-plays or describing demerits, they may involve in difficult to comprehend the work or express themselves vividly.

f) Children’s Perception:

Children’ engagement in works varies along a continuum from output activities to sustainable orientation. When a learner achieves a work as relevant to their own desire, they try to adopt an output-oriented approach. Conversely, if the task shows unrelated or irrelevant, they want a sustainable-oriented mental set, putting in actual effort and involving the general strategies to accomplished it (Breen, 1989 as cited in Murphy, 2003).

g) Neglect of Learners’ Needs:

Most language teachers have primary, individuals needs. Some people study a secondary or foreign language to learn required purposes, and not all new learners acquire the same types of action. A special work may lead to particular learners depend on gender, cultural background, age or personal desire, while other children may find it irrelevant. For

example, a food task like making an apple pie may desire some children but not others. Regularly, learners' actual language learning needs are overlooked (Branden, 2006).

h) Heterogeneous Classes:

Classes often include of children with varying skills, learning concept, and motivation levels. Consequently, a task that is essential for some may be too hard for others or too easy and unchanging for a few, causing distraction or disinvolvement (Skehan, 2002). Caring to children with variety pre knowledge continuously is challenging. Children with low capacity may find tasks overly requiring, while more modern children may think them conflict and boring. Research shows that clear interpretations of the similar task can bore teachers (Wang, 1996 as cited in Ellis, 2003).

i) Unresolved Core Issues:

Using tasks as the important activity is not fully imposed. Key difficulties such as language form or the clearness of language use. Structured oral pair or group tasks primarily promote oral fluency, but advance assimilation of scientific language aspects imposed in pre-work stages is unlikely.

Conclusion:

Numerous drills, methods, and techniques have been applied in the field of new learning language teaching, each with its own merits and demerits. It shows task-based learning with effective applications. It is compulsory to show the advantages of this technique while minimizing its demerits as much as possible. Required research has explained task-based learning approach, offering plans to learn words, foster teaching plan, and ultimately improve learners' concept abilities. Studies have explain task-based course model, the action of tasks in new language learning, task completion, cognitive skill, instructor' and children' perceptions of work difficulty, task learning, and learner-teacher interaction. Further research could apply broader concept such as planning task-based courses in big classes, caring to broad learner needs, and optimizing the execution of tasks.

The teacher's concept is important in formulating learners for completion of task

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performance, such as pre-planning, writing vocabulary and adjusting grammar, fostering learners, and controlling their activities. For any teaching technique to be applied, instructors must be highly active and positive in teaching learners, motivating their goal, and optimizing learning performances. A skilled instructor significantly develops learners' skill to use skill in real-life situation. As a result, every work should be cleared to complete tasks are accomplished effectively. Responsibility enhances teacher learner, prepared inspectors, manipulator, curriculum designer, and course planner to enhance language learning rather than including on determining a single "approach". There is no universal approach for language teaching learning, as language learning occurs differently across children. Therefore, the learning situation should give sufficient facilities, planning, and activities for learners to use the language meaningfully.

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