TASKED BASED LANGUAGE TEACHING IN COMMUNICATION LEVEL

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ABSTRACT

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

INTRODUCTION

Tasks are composed of different parts and can come in different variations. There are goals, input, procedures, roles of the participants and the setting. An instructor should plan the various task components in order to follow a successful and productive task-based learning environment. According to Nunan, there are five elements of task-based learning which are goals, input, procedures, roles and settings. Goals are the general intentions behind a learning task (Nunan, 2004, p. 41). They are the connections between the task and the larger curriculum. To develop students' confidence in speaking and to improve their writing skills are among the examples of goals. The learners must achieve any teaching task or course goals. When completing a task, learners study spoken, written, visual, and auditory data as an input. The data mentioned here can be provided by an instructor, a textbook, or other supplementary materials. Procedures, on the other hand, as stated by Nunan (2004), "specify what learners will actually do with the input that forms the point of departure for the learning task" (p. 52).

English Language Teaching has been in sharp focus as never before since globalization owing to the huge demand of personnel with good communicative skills in English. Sadly the demand has been widened as candidates with good English language skills are in short supply though the number of eligible applicants is far too many. This peculiar situation diverted the attention of the Companies, Industries and other employers towards on-campus recruitments from qualitative and standard educational institutions in the country. This has in turn signaled a new beginning in English Language Teaching from purely academic orientation to communicative oriented English Language Teaching. It is at this juncture the Communicative Language Teaching has acquired more importance and set English Language Teaching for a paradigm shift.

When, in fact, many methods and approaches including the mode of Audio-Lingual Teaching being in practice for significantly considerable time was no longer felt to reflect a methodology appropriate for the seventies and beyond CLT made its entry into English Language Teaching arena with its more humanistic approach to teaching with a premium on interactive processes of communication. CLT received the sanction and approval of applied linguists, language specialists, language teaching circles, publishers and the educational institutions for its democratic approach wherein students find freedom to interact and learn. One of the important characteristics of this communicative view of language being that the primary function of language is for interaction and communication. Interactive process in Communicative Language Teaching plays a vital role in enabling the learners become communicative competent through wide and varied interactions. The primary focus of this Paper will be on the role of interactions in CLT and it also makes

The main aim of teaching and learning English is to speak fluently, read and write effectively. This main aim depends mostly on the ability of the students to produce the English speech sounds correctly without the influence of their mother tongue. If the teacher of English is able to pronounce the sounds correctly, the learner can follow the sound and spelling easily. To understand the correct meaning the proper word-stress and sentence-stress should be taught. By developing the silent reading habit, the sensible reading speed can be achieved. Locating the central idea of the reading passage will improve the comprehension ability of reading and listening. To help in writing neatly, legibly with proper speed, the mechanics of writing should be taught. Teaching the usage of dictionary will develop the ability of understanding spoken English and help in speaking in English.

Every type of language teaching has its own technologies. The grammar-translation method allows the teacher to explain grammatical rules and students to perform translations. Teachers following this method rely on the blackboard as a perfect vehicle for the one-way transmission of information. This teaching aid is later on being supplemented, if not entirely replaced, by the overhead projector and computer software programs consisting of

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grammatical exercises - another excellent aid for teacher-dominated classroom. On the contrary, the audio-lingual method in which teachers integrate technology into their classroom and build the confidence to learn, allows students to learn best through constant repetition in the target language in labs. Audio-tape is the perfect aid for those following this method. However, this method is regarded as expensive. With the passage of time, laptops, computers, interactive whiteboards and broadband internet are becoming cheaper and more easily available to introduce them into classrooms. Another drawback of it is that it focuses only on language form and ignores communicative excellence. Besides, computer and technology with latest advances applicable to language teaching still produce uncertainty and anxiety for many teachers without appropriate training.

The extent and importance of language learning-teaching in an age of rapid growth of scientific knowledge make it reasonable and significant to define some key concepts within this issue. No doubt, in Indian context, emphasis is laid on learning grammar rules, lists of vocabulary, and sentences for translation which usually has little relationship to the real world. Oral practice is limited to students reading aloud the sentences they translate following Grammar-Translation Method. Inclusion of new courses at graduate and post-graduate levels in the universities compelled the authorities to think ahead with regards to implementation of some new teaching-learning methodologies other than the prevalent ones.

CONCLUSION

The teacher always directed the students positively by giving suggestions and this resulted as the improvement in student product. As Rodriguez-Bonces and Rodriguez-Bonces (2010) state, "researchers believe there is less anxiety and learning is more effective if language form per se is not the priority. If task- based instruction takes place, language learning is more meaningful and natural" (p. 166) . The focus of task-based learning on fostering a comfortable and natural learning environment is in harmony with the teacher manner. Teaching procedure recorded after each task-based learning class indicated that the learners were motivated and excited by the variety and challenge of class activities. They paid attention to and completed all tasks given by the teacher. The authentic use of language in the tasks related students' daily life routines and these topics motivated them because they had the opportunity to share their opinions with their friends. In conclusion, the study found that task-based learning was effective in developing students' listening and speaking abilities. The implementation and the structure of task-based learning allowed the participants to express themselves freely and to practice real-world language more than normal classroom environment. For a successful task-based learning classroom, the instructor should welcome, simplify, and provide positive feedback for the students. Task-based learning provided a chance to practice speaking and listening and the topics were interesting enough for learner

participant. All these points show why task-based learning is effective in improving the speaking and listening abilities of the students in EFL context.

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