A Comparative Research Analysis of Task-Based English Language Teaching and Traditional Paths of English Language Teaching In Professional Colleges in India

Dr. K. Gayathri

---****************---

ABSTRACT

The concept of 'task' has become a significant element in syllabus design, classroom teaching and learner appraisal. It supports a few huge research plans, and it has affected instructive strategy making in both ESL and EFL settings. Educationally, task-based language teaching has reinforced the accompanying standards and practices, prior to doing whatever else; I need to characterize the central concept behind this book. In doing as such, I will draw a fundamental differentiation between what I will call genuine world or target tasks, and pedagogical tasks: target tasks, as the name infers, allude to employments of language on the planet past the homeroom; pedagogical tasks are those that happen in the classroom.

Keywords: Linguistic, Non-Linguistic, Pedagogical task, Methodology, Curriculam, Principles, task framing

INTRODUCTION

The concept of 'task' has become a significant element in syllabus design, classroom teaching and learner appraisal. It supports a few huge research plans, and it has affected instructive strategy making in both ESL and EFL settings. Educationally, task-based language teaching has reinforced the accompanying standards and practices:

- A needs-based way to deal with content determination.
- An accentuation on learning to communicate through association in the objective language.
- The presentation of authentic writings into the learning circumstance.
- The arrangement of chances for learners to zero in on language as well as on the learning interaction itself.
- An upgrade of the learner's very own encounters as significant contributing elements to classroom learning.
- The connecting of classroom language learning with language use outside the classroom.

Defining 'Task'
Prior to doing whatever else, I need to characterize the central concept behind this book. In doing as such, I will draw a fundamental differentiation between what I will call genuine world or target tasks, and pedagogical tasks: target tasks, as the name infers, allude to employments of language on the planet past the homeroom; pedagogical tasks are those that happen in the classroom.

a piece of work attempted for oneself or for other people, unreservedly or for some prize. In this manner instances of tasks incorporate painting a fence, dressing a kid, rounding out a structure, purchasing a couple of shoes, making an aircraft reservation, borrowing a library book, stepping through a driving examination, composing a letter, weighing a patient, sorting letters, making a lodging reservation, composing a check, finding a road objective and aiding somebody across a street. At the end of the day, by 'task' is implied the 101 things individuals do in regular daily existence, at work, at play and in the middle.

The primary thing to see about this definition is that it is non-technical and non-linguistic. It portrays such things that the person in the road would say whenever asked what they were doing. (Similarly as learners, whenever inquired as to why they are going to a Spanish course, are bound to say, 'So I can reserve inn spot and purchase food when I'm in Mexico,' than 'So I can dominate the subjunctive.') Related to this is the idea that, conversely with most classroom language works out, tasks have a non-linguistic result. Non-linguistic results from Long's rundown above may incorporate a painted fence, ownership – anyway impermanent – of a book, a driver's permit, a room in an inn, and so on Something else to see is that a portion of the models gave may not include language use by any means (it is conceivable to paint a fence without talking). At last, singular tasks might be important for a bigger succession of tasks; for instance the task of weighing a patient might

be a sub-component of the task 'giving a medical assessment'.

At the point when they are changed from this present reality to the classroom, tasks become pedagogical in nature. Here is a meaning of a pedagogical task:

. . . an activity or activity which is done as the aftereffect of preparing or getting language (for example as a reaction). For instance, drawing a guide while tuning in to a tape, tuning in to a guidance and playing out an order might be alluded to as tasks. Tasks could possibly include the creation of language. A task normally requires the educator to determine what will be viewed as fruitful fulfillment of the task. The utilization of a wide range of sorts of tasks in language teaching is said to make language teaching more communicative . . . since it gives a reason to a classroom activity which goes past the act of language for the good of its own. (Richards, et al. 1986: 289)

In this definition, we can see that the authors take a pedagogical point of view. Tasks are characterized regarding what the learners will do in class instead of on the planet outside the classroom. They additionally stress the significance of having a non-linguistic result. Breen (1987: 23) offers another meaning of a pedagogical task:

. . . any organized language learning endeavor which has a specific unbiased, fitting content, a predetermined working technique, and a scope of results for the individuals who attempt the task. 'Task' is consequently expected to allude to a scope of work plans which have the general reasons for encouraging language learning – from the basic and brief exercise type, to more unpredictable and extensive exercises, for example, bunch critical thinking or reproductions and decision-production.

This definition is extremely expansive, suggesting as it does that pretty much anything the learner does in the classroom qualifies as a task. It could, truth be told, be utilized to legitimize any methodology whatsoever as 'task-based' and, in that capacity, isn't especially useful. More encircled is the accompanying from Willis (1996), refered to in Willis and Willis (2001): a classroom undertaking '. . . where the objective language is utilized by the learner for a communicative reason (objective) to accomplish a result'. Here the idea of importance is subsumed in 'result'. Language in a communicative task is viewed as achieving a result through the trading of implications..

Skehan (1998), drawing on a number of different writers, advances five key qualities of a task:
- meaning is primary
- learners are not given others' significance to regurgitate
- there is a type of relationship to similar genuine exercises
- task completion has some priority
- the assessment of the task is as far as result.

(See additionally Bygate, Skehan and Swain 2001, who contend that the manner in which we characterize a task will depend partially on the reasons to which the task is utilized.)

My own definition is that a pedagogical task is a piece of classroom work that includes learners in fathoming, controlling, creating or connecting in the objective language while their consideration is centered around mobilizing their grammatical knowledge to communicate meaning, and in which the expectation is to pass on significance as opposed to manipulate structure. The task ought to likewise have a feeling of fulfillment, having the option to remain solitary as a communicative demonstration in its own privilege with a start, a center and an end.

While these definitions fluctuate to some degree, they all accentuate the way that pedagogical tasks include communicative language use in which the client's consideration is centered around importance instead of grammatical structure. This doesn't imply that structure isn't significant. My own definition alludes to the sending of grammatical knowledge to communicate meaning, high-lighting the way that significance and structure are profoundly interrelated, and that grammar exists to empower the language client to communicate diverse communicative implications. In any case, as Willis and Willis (2001) bring up, tasks contrast from grammatical activities in that learners are allowed to utilize a scope of language structures to accomplish task results – the structures are not spec-ified ahead of time.

In the remainder of the book, when I utilize the term 'task' I will allude, all in all, to pedagogical tasks. At the point when the term alludes explicitly to target or certifiable tasks, this will be shown.

Stenhouse's point of view gave a reviving antidote to the somewhat unthinking 'rational' curriculum model since it stressed

cycle just as item, raised the instructor as a significant specialist of curriculum improvement and change, and highlighted the significance of seeing the curriculum in real life. The attention on interaction and activity make it an intriguing model for those intrigued with regards to task-based curriculum recommendations. (I should note incidentally that despite the fact that his model is extensive, it is in no way, shape or form comprehensive. It says pretty much nothing, for instance, about curriculum management and monitoring.)

My own way to deal with curriculum has been firmly impacted by Stenhouse. I draw a differentiation between the curriculum as plan, the curriculum as activity, and the curriculum as result. The curriculum as plan alludes to the cycles and items that are attracted up preceding the instructional interaction. These will incorporate plans and syllabuses, course book, and different resources, just as assessment instruments. The curriculum as activity alludes to the occasion by-second real factors of the classroom as the arranged curriculum is established. The curriculum as result identifies with what understudies really realize because of the instructional interaction.

The curriculum as plan comprises of three elements: syllabus design, which is worried about choosing, sequencing and supporting content; methodology, which is worried about choosing, sequencing and legitimize ing learning encounters; and assessment/evaluation, which is worried about the determination of assessment and evaluation instruments and procedures. Another qualification that has existed in everyday way of thinking and epistemology for a long time is that between 'realizing that' and 'knowing how' (see, for instance, Ryle 1949), that is, among knowing and having the option to regurgitate sets of grammatical principles, and having the option to send this grammatical knowledge to communicate successfully. In the times of audio lingualism 'realizing that' was shunned for 'knowing how'. In any case, presently, the quest for the two types of knowledge are considered substantial objectives of language instructional method.

These perspectives support communicative language teaching. An incredible arrangement has been said and expounded on CLT over the most recent 30 years, and it is a few times expected that the methodology is a unitary one, while in all actuality it comprises of a group of approaches. Also, just like the case with most families, not all individuals live amicably together constantly. There are quarrels and differences, if not by and large battles, every now and then. In any case, nobody will attest that they don't have a place with the family.

The essential knowledge that language can be considered as a device for correspondence as opposed to assets of phonological, grammatical and lexical things to be remembered prompted the idea of creating diverse learning projects to mirror the distinctive communicative requirements of unique gatherings of learners. Never again was it important to show a thing just in light of the fact that it is 'there' in the language. A likely vacationer to England ought not need to accept a similar course as an air traffic regulator in Singapore or a Columbian designer planning for graduate examination in the United States. This knowledge prompted the rise of English for Specific Purposes (ESP) as a significant sub component of language teaching, with its own ways to deal with curriculum advancement, materials design, testing and research.

Implementing Task-Based Learning Methods In Indian Classroom

The Task-Based Learning (TBL) is upheld and teachers are told to prepare students as far as applied learning in Indian foundations. These days, academicians encourage applied learning and changing the design of the syllabus. As indicated by them, the learners are relied upon to concoct subtleties and play out their tasks during classroom meetings. Hence, TBL stands interesting in doling out language practices to the learners. Additionally, the momentum syllabus is intended to have a few components of Technical English, Business English, Soft Skills and a research project. Undoubtedly, the undertaking report is another appearance in English Language Teaching to improve the skills of students in research composing.

The tasks are alloted to students for language learning reason, and teachers assess their tasks with specific standards to improve their language/relational abilities. The practices mirror the genuine's situation, and their utilization of language demonstrates the everyday life presence. Subsequently, the learners will build up their familiarity with English language while talking, and improve their knowledge in jargon through composition/talking. It is a vital highlight be indicated that language learners can praise meaning, yet without structure they can't communicate adequately. "Task-Based Language Learning (TBLL) is otherwise called Task-Based Language Teaching or Task-Based Instruction centers around the utilization of authentic language and on requesting that students do important tasks utilizing the target are five exercises, 1. Listening to discussions, 2. Listening to speeches and rehearsing the phonetic sounds, 3. Perusing a sonnet/entry and composing a paraphrase, 4. Dissecting an image and portraying the occasion, 5. A language game

Pedagogical Task: Rehearsal Rationale

Write your resumé and exchange it with a partner. Study the positions available advertisements in the newspaper and find three that would be suitable for your partner. Then compare your choices with the actual choice made by your partner.

This task has a rehearsal rationale. If someone were to visit my classroom and ask why the students were doing this task, my reply would be some- thing along the lines of, 'Well, I'm getting them, in the security of the class- room, to rehearse something they're going to need to do outside the classroom.'

Notice that the task has been transformed. It is not identical to the process of actually applying for a job in the world outside the classroom. In addition to the work with a partner, the students will be able to get feedback and advice from me, the teacher, as well as drawing on other resources.

Not all pedagogical tasks have such a clear and obvious relationship to the real world. Many role plays, simulations, problem-solving tasks and information exchange tasks have what I call an activation rationale. The task is designed not to provide learners with an opportunity to rehearse some out-of-class performance but to activate their emerging language skills. In performing such tasks, learners begin to move from reproductive language use – in which they are reproducing and manipulating language models provided by the teacher, the textbook or the tape – to creative language use in which they are recombining familiar words, structures and expressions in novel ways. I believe that it is when users begin to use language creatively that they are maximally engaged in language acquisition because they are required to draw on their emerging language skills and resources in an integrated way.

CONCLUSION

Through persistent efforts, the methodology reform for teaching English in Indian universities has achieved some success. The combined teaching method has gradually replaced the traditional one-way teaching method, which could facilitate the mobilization of initiative from both teachers and students. The new computer-aided and classroom-based teaching method emphasizes the individual teaching of the teachers and the independent learning ability of the students. Multimedia education makes abstract knowledge tangible and visualizable. The results showed some problems with the current methodology of teaching English in universities. First, the teacher-centered method of teaching English in college is still widespread due to the large number of students and limited hours of classes . Usually there are only four hours of English classes per week and 36 hours of English classes per semester. Each lesson lasts 45 minutes. On average there are 60 to 80 students in each class. Second, college English teachers use language practice textbooks to help students pass the final exams. The speakers interviewed indicate that the experts who draft the final examination paper for the students are not allowed to attend their classes. Because of this, these experts can only design the exam paper according to the textbooks. Third, professors who teach in the large college English class do not have enough time to cover as many subjects as professors who teach in small classrooms. Fourth, the use of multimedia reduces the possibilities for personal communication between professors and students. This can lead teachers to ignore the emotional changes in students. Finally, some multimedia tutorials do not qualify. As a result, this study suggests giving teachers greater professional autonomy