

How Task Based and Situated Language Learning and Teaching is Changing the Way English Can be Taught to Foreign Students

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Abstract

The tasks based on written texts and oral recordings offer students a model for the natural acquisition of the language. The targeting component of English language or treatment of grammatical structures enables them to examine and systematise their knowledge of the structure of the English language. The references and techniques used in this article from a pedagogical corpus of data to be used in other fields offer a familiar and authentic context for the teaching of grammar and other elements of language. Teaching the English language from the perspective of task-based and situated language learning requires the development of teaching techniques and strategies. This paper will shed light on the various teaching strategies required to teach English as a second language, teaching with respect to the task-based phenomenon.

Keywords: key words, workforce sizing, job-shop production, holonic model

1. Introduction

In the manufacturing sector today, human capital is still essential for most factories to carry out a variety of manual operations, in spite of the rapid advancement of automation technology and robotics. Futuristic vision of “unmanned manufacturing” (Deen 1993) is forbiddingly expensive, because all its hardware components need to be computer controlled so as to freely communicate with each other; and yet, most of the outcomes are not promising (Sun & Venuvinod 2001). By and large, factories equipped with relatively simple machinery controls will require continuous attendance of human operators; for examples, textile mills, leather products, and medical appliances. With limited capital investments in production equipment, the main budget of their fixed costs lies on the workforce size (Techawiboonwong *et al.* 2006).

The process of teaching-learning of remote languages has been the topic of unique examinations in recent years. Researches on how languages are instructed and learned have been advancing, changing their introduction as indicated by the distinctive phases of scholarly improvement and the necessities of social advancement.

Languages as a social prodigy evolve and develop. English has not just advanced in connection to its augmentation in the societies, yet as a result, the sociolinguistic profiles of the individuals who ponder it, of the individuals who show it and of the individuals who learn it, have been altered. Towards the inception of this century, innovative and logical improvements, globalisation as a social wonder and the gigantic advancement of correspondence advances have prompted an alternate setting for learning and teaching English. In every teaching-learning form, we talk today as far as productivity, accomplishing an effective learning of a remote dialect without a doubt infers the capacity to utilise the situated language that is found out for real communicative resolutions (Zheng, et al., 2009).

Task-based learning has an all-encompassing methodology. Students build up an informative project utilising the dialect they have learned. It is simply after the culmination of the undertaking cycle that student consideration is coordinated to particular types of dialect. Task-based learning assumes an essential part in preparing capable experts to the extent outside dialects is concerned.

Teaching through tasks emerged in the 1980s as an attempt to find real communication in the classroom. This approach emerges as an innovative proposal in the design of communicative teaching of foreign languages and focuses on how to organise sequence and carry out learning activities in the classroom. The communicative task, according to authors such as Guilloteaux & Dörnyei, (2008) involves solving a problem or completing an information gap by activating a mental process using the foreign language, and it is considered that it is through this process that the situated language is acquired in question.

2. Teaching areas

The teaching tasks, seen as the process cell, are the actions carried out by the teacher and the students, in certain pedagogical circumstances, in order to reach an objective of an elementary character: the teacher poses a problem that the student must solve. Under this conception, the teaching process develops from task to task until that end that is until the student behaves as expected. So that all teaching process in higher education will be given by a successive series of situations, from the first conference to the work of diploma or career culmination.

2.1 Three Stages of task-based teaching

The typical class of English as foreign language consists of three stages: the first one is presentation; the second

one is practice and third is production. Collectively this method is called the methodology of the three.

In the presentation, the teachers show the structures, communicative functions or some other aspect of the English language in a context or communicative situation that helps to clarify their meaning. It can be done through a pattern of sentences or through small dialogues acted by the teacher, read from a book or heard in a recording to illustrate the aspects of the situated language selected.

In practice, the students practice these aspects presented by the teacher: prayers or dialogues in the chorus or in pairs, until they can say them correctly. These activities include the mechanical and automatic practice of patterns: interlacing parts of sentences, completing them, repeating dialogues, and writing and answering questions using established forms.

In production, students are expected to produce in a "free" situation the aspects of English language newly learned, or previously acquired. Examples of these are role-playing, simulation activities or even communicative tasks (Bygate, Swain, & Skehan, 2013).

The task-based learning method presents a paradigm different from the traditional PPP. This part of previous tasks, to arrive at the main task which is composed of three measures: the preparation, the task and the report, and lastly the ensuing tasks of analysing the situated language and practice.

The 'three P' methodology offers the possibility that students can confidently produce the required forms in the classroom, but in other communicative contexts, they use them incorrectly.

The cycle of the three Ps is derived from the behavioural theory of learning, based on the principle that practice makes perfection, which has now been discredited in terms of learning foreign languages. The use of exercises to encourage the formation of habits can prevent students from thinking and elaborating what they want to express through language. The irony is that the goal of the final P is its free production (Celce-Murcia, 2008).

2.2 Technological advances

Technological advances have made learning English as a foreign language more dynamic and interactive. These innovative teaching approaches present, however, a new type of challenge for both students and teachers, the former having the need to advance innovative learning approaches, conscious intentional results that have a precise objective, in order to make operative usage of the new gears to which they have contact and to be able to learn more efficiently.

2.3 The Blended learning

The Blended learning environments evoke the will of learning in the students to adopt techniques for best results. On the other hand, the technique of combined learning refers to an instructing modality that blends face-to-face teaching with non-face-to-face technology. A blended learning environment of second languages mixes different teaching-learning methodologies, including both classes (With the use of a communicative approach) as well as non-contact classes for the independent work of the students who can reinforce and exercise together (Diaz-Rico, 2008).

3. Limitations

Teachers with experience in working with this paradigm identify the following limitations in their use:

- Sometimes the students manage to perform the task at the production stage without using the communicative functions or structures they are studying. This can happen because their language development systems are not yet ready to use the new structures and use simpler ones or because they do not need the new pattern to express the meanings they want to convey. After all, they can use the language they want in the "free practice" stage.
- Sometimes they tend to overuse the communicative functions and grammatical structures under study and thus make conversation unnatural. For example, to the question what is your plan for tonight? I'll go by bus; I'll see my cousins; I'll play football with them etc.
- Students who do this are probably still in the "stage of practice" and are trying to deploy control of the new form rather than expressing their meanings. They really are not involved in communication (Shih, & Yang, 2008).

4. Communicative competence

Communicative competence has been defined by Sandberg, Maris, & de Geus (2011) as the ability to use situated language appropriately in the various situations that are presented to us every day and on the other hand, several authors, elaborate a model that comes to summarize or to conciliate the ideas raised about the competition Communicative, in which they offer four dimensions of competence or sub-competences:

Linguistic or grammatical: lexical domain, morphology, syntax, semantics and phonology; In other words, the linguistic code

Sociolinguistics: mastery of sociocultural rules, registration and linguistic varieties

Discursive: mastery of coherence and cohesion resources

Strategic: knowledge and mastery of skills and norms that allow communication to be maintained and avoid misunderstandings, that is, mastery of verbal and non-verbal compensation strategies

All these reflections about the concept of communicative competence make us see that we must understand in addition to the linguistic factors, those that are related to the cognitive, psychological and sociocultural; Factors that are cemented both in the knowledge of grammar rules (competence) and in the rules of use. Within the communicative teaching of English languages, the task-based approach has become the plausible way to exercise communication processes in classes.

The communicative task is then the fundamental cell of a teaching-learning process of languages whose ultimate goal is communicative competence. Communicative tasks are also a material way of incorporating reality into the classroom, while favoring the student's role and giving him the opportunity to use the knowledge he has, from other subjects or from the surrounding reality, for the solution, or in the personal or collective action, of the challenges that the task imposes to him at each moment (Piirainen-Marsh & Tainio, 2009).

A thorough bibliographical review on the subject can be concluded that the communicative approach in English language teaching has been the most accepted in recent years among teachers and researchers linked to this area of knowledge. The task-based approach emerges as an innovative proposal in the design of communicative English language teaching. It is an attempt to find real communication in the classroom for people who study a foreign language and do not have the possibility to use it in real situations.

One of the first to argue the effectiveness of tasks as a stimulus for learning was the need for situated language instruction and emphasised the need for real language use. The premises of this model were defined in the works of authors like Chao, & Lo, (2011). Interest in the tasks within psycho-pedagogical research is explained insofar as these are mediators between cognitive phenomena and social interaction, acting as a bridge between the environment and the information process, what in terms of education means seeing them as conditioning elements of the quality of teaching through the mediation of the teaching-learning process.

In the context of English language teaching, homeworking represents an alternative proposal, largely based on psycholinguistic and pedagogical research, as well as being a contemporary attempt to give concrete form to the philosophy behind the communicative approach. The greatest impact of the task resolution, with whom the author of this work fully agrees, is centred in the field of methodology, an area in which it has come to fill an existing void, turning tasks into Central elements in the development of programs.

The development of a methodology of teaching based on tasks that create the context for a real situation of communication gave the communicative approach a plausible way to achieve the communicative competence of the students, since the tasks cause in the student a need to communicate and Create meanings, an essential condition that allows you, through an inner process, to acquire the language.

The concept of homework became so relevant that it took centre stage in language teaching. In a correct metaphor Guilloteaux, & Dörnyei, (2008) expresses that the elaboration of programs is in charge of choosing our destiny of travel, whereas the methodology is in charge of determining the route that they will take to reach it and adds that the resolution of tasks plays such an important role in the acquisition of languages that the path has become more important than its destination.

The concept of task is based on the idea that English language is not internalized through generalizations about its structure, but is unconsciously internalized as a result of an inner process, triggered by wanting to solve a need for communication and this need for Communication is created by the very structure of the task that the student must solve. In the literature, it is possible to find definitions of communicative task elaborated by several authors and researchers.

Richards, (2008) points out that the task is an activity or action carried out as a result of having processed or understood the language. He defines it as any initiative for situated language learning that is structured, has a concrete objective with its respective content, a work procedure already specified and a variety of results for those who perform homework. He considers that it is a unit of work in the classroom that involves learners in understanding, manipulation, production or interaction in the L2 while their consideration is concentrated primarily on Meaning rather than form. Robinson (2011) defines the task as a unit of organization of the teaching activity that propitiates the development of a series of cognitive actions, of communication and personal interrelation, with the use of linguistic and non-linguistic materials with the objective of solving A real problem previously established or to obtain certain results with the L2.

The author of this article proposes as task definition the following: it is the basic cell of organization of the educational-educational process of foreign languages, that has a well-defined objective, structure and sequence, and whose dimensions correspond to the four areas of competence, being designed to create contexts of use of the language that propitiate to exercise the processes of communication and to solve problems or to complete a void of information using the foreign language that is learned.

In the conception of the communicative task that we propose, it operates in the dimensions that are

inferred from the description made by Littlewood (2007). These dimensions are:

- Subsystem of manipulation of the linguistic components up to the level of automation that allows them to express their message flexibly and spontaneously (linguistic dimension)
- Subsystem of relation of the linguistic components with the functions or intentions that these realise in the communication (discursive dimension)
- Subsystem for assessing linguistic components, functions and communicative intentions and rhetorical patterns in order to be sure of their social meaning, it entails the ability to vary its own language to serve different social circumstances (sociolinguistic dimension)
- Address subsystem in order to use communicative functions, rhetorical patterns, language, in general, to communicate meanings efficiently in specific situations according to the objective pursued (strategic dimension)

Within the task, these dimensions can be combined in different ways, hierarchizing each other depending on the objective of the task. In this way, the task can acquire a linguistic, discursive, sociolinguistic or strategic nuance that makes it identifiable and classifiable as such, as dimensions characterise the hierarchical relationships within the task. However, the strategic dimension, which constitutes the "management body", subordinated to a communicative or learning objective is revealed among all the others as the mechanism of orientation, execution and control of the task itself.

The goal of the task is what determines the development of the task. The objective is what we want the students to achieve the task so that all the decisions that are made for its implementation depend on the decision on the final objective of the task.

In the opinion of the author, taking into account the postulates of Activity theory of activity, the sequence of accomplishment of the task must consist of a preparation phase, one of execution and one of control (Activity Theory - Learning Theories, 2007).

In the first phase, the students are prepared to carry out the task. It includes creating the motivation for the execution of the task and familiarisation with the subject. The second phase deals with the preparing the students in the necessary linguistic contents, establishing the necessary links between the material already known, which must be activated for the execution of the task (feedback), and new knowledge.

In this phase students, through self-assessment, discover where they have the most deficiencies and recognise the areas they need to reinforce. To meet these deficiencies, the teacher must provide the necessary levels of help, depending on the individual differences of his students.

In the execution phase, the final product is produced. During this phase activity of understanding, expression or interaction are developed mainly. In this phase, the teacher's intervention will be smaller, and the participation of the students will increase, which will have a more spontaneous and independent character, until approaching more and more to the conditions of actual use of the language. During this phase the dominant interaction must be student-student, propitiating the use of the English as a foreign language in order to cover information gaps and solve real problems.

In the control phase, the student monitors his own learning, understands to what degree he or she did not achieve the objective that was proposed with the accomplishment of the task. At this stage, students should be encouraged to determine in which areas they should work more, which they should deepen, and thus give rise to new post-task activities that promote independent study and the cognitive independence of the student.

In a task-based approach, the student focuses on solving the task and "forgets" that is in the English as a foreign language class, so learn by playing, thinking or creating. The fundamental ingredient of the task is the existence of a reasoning process to solve it. In this way, this methodology, according to authors like Sandberg, Maris, & de Geus, (2011) awakens in the student a different attitude towards the acquisition of knowledge. The task-based approach leads the student to explore and develop his own strategies, stimulating his creativity and logical thinking, which will be very useful both for studying languages and for facing other challenges in life. On the other hand, since it is often an intellectual challenge to be faced by students, the tasks contribute to raising motivation towards learning.

- The tasks must exercise in classes the communication processes, including the contents necessary for the communication itself.
- Through the use of the tasks it is possible to create in the classes contexts of use of the language that allow:
- Understand the relationship between forms and linguistic functions.
- Activate the processes that allow us to relate what we say with what we know about the particular context of use.
- Understand with the interlocutor, finally, communicate.

On the other hand, it should be noted that the task must show real communicative processes, be cooperative and performed in pairs or groups. Researchers on the subject agree that tasks should be motivating

and interesting for students and close to their reality. The characteristics of the tasks also stand out from the analysis of the different steps for their execution, the processes of the learning situations, thus facilitating the type of help needed to make them meaningful, favour the student's role and facilitate interdisciplinarity by allowing the incorporation of knowledge from other areas.

5. Conclusion

In summary, the application of task-based methodologies allows the students to do their communicative tasks using the language elements learned in previous classes or in other sources of information. The use of the means of teaching with oral recordings or written texts guarantees him to broaden his communicative experiences and get in touch with authentic idiomatic structures; on the other hand, to exchange with other students who have already done those tasks or deal with those same subjects, directs their attention to specific aspects of naturally occurring forms of situated language and encourages feedback; and thus raise the quality of English language learning.

The tasks are also a natural way of incorporating reality and consolidate the communicative orientation in English language teaching. Communicative tasks (as opposed to exercises that focus specifically on the decontextualized practice of formal aspects) are intended to actively involve students in meaningful communication, are relevant (here and now, in the academic context of learning), pose a difficulty, but they are, in turn, feasible (manipulating the task when necessary) and have identifiable results. Communicative tasks require students to understand, negotiate and express meanings in order to achieve a communicative goal, as a result of task-based learning.

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