Focus On Form Instruction In Task-Based Language Classroom

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Abstract

From the perspective of Second Language Acquisition (SLA), TBLT is intriguing because it tries to solve the dilemma of keeping learners' attention on the meaning and doing things with language while simultaneously including the construction of their language resources into the teaching cycle. Some proponents of TBTL have developed a number of teaching paradigms that have proven effective and satisfying via practice and study. TBLT also aims to bring actual language use into the classroom by giving students the opportunity to practice their language abilities. This study investigates whether form-focused instruction may coexist in a TBLT classroom without compromising the classroom's communicative character.

Keywords: — Task-Based Language Teaching, form-focused instruction, instructional options, English language learning, second language acquisition.

1. Introduction

Enabling learners to utilise the target language for practical reasons is a core pedagogical idea used by TBLT in the assist learners interact more successfully (Van den Branden, 2009). TBLT represents the actual world on three levels, according to Willis & Willis (2007): meaning, communication, and activity. TBLT learners to engage in the production of meaning that is relevant to their lives outside of the classroom, such as meaning related to their subject knowledge or possible job. When the context is crucial, the interaction becomes direct and authentic, resulting in a more authentic conversation. However, in order for interpretation and discourse to depict actual interlocutors' interaction, the activity must be similarly immersive in character, because the formation of meaning and discourse might miss the entire point if it is not guided by a specific objective.

Since the mid-1980s, several people have attempted to define task, and some have developed ideas and interpretations for the term. According to Bygate, Skehan, and Swain, "task definitions will need to alter depending on the goals for which the tasks are employed" (Bygate et al., 2001, p. 11). "A task is an activity that demands learners to utilise language, with an emphasis on meaning, to achieve an aim," they said (ibid). A task, according to Prabhu (1987), is "an activity that demands learners to arrive at a result

from supplied knowledge through some mental process, and that enables teachers to manage and supervise that process" (p. 24). A task is not the same as a conventional language practise. To clarify the idea of task-based teaching, Bygate (2003) differentiates among both tasks and exercises. He describes exercise and task as "activities that practise portions of a skill, a new sub-skill, or a new piece of information" and "activities that practise the entire integrated skill in certain way" (p. 176). Breen (1987) and Prabhu (1987) defined a language task as an activity that allows participants to attain a variety of goals. As a result, a task is not a versatile method to language learning. Regardless of the language focus TBLT provides practical practise of language abilities.

TBLT focuses on the learner rather than the instructor, and it is the responsibility of the teacher to create and perform numerous projects that allow the learner to explore with the foreign language spontaneously, freely, and spontaneously. Each assignment will provide the student with a unique and personal experience in the target language, and the teacher will play a key part in this process. He or she must take ownership of his or her conduct. The TBL method's consciousness-raising component is critical to its effectiveness; here, the instructor must assist students in seeing distinctions and similarities. The instructor must assist students in recognising similarities and differences, as well as correct, clarify, and expand their understanding of the foreign language. Tasks, according to Willis (1996),

• introduce students to useful and real language.

• encourage students to participate in language activities.

• At some point throughout a task-cycle, pay attention to language.

2. Tasks and the Form-Focused Instruction

All through the work cycle, places an emphasis on forms that they have previously processed for meaning. There are two parts to it: investigation and execution. During the study phase, the instructor utilises awareness-raising exercises to assist students recognise linguistic elements from the report stage. The students are then given a series of tasks to help them recognise and understand certain language elements in the assigned text or transcripts. Eventually, the presentation is walked through by the instructor with the students. As a consequence of the comprehension and generalisation phases, learners' language comprehension improves, and the related language aspects become part of their internalised linguistic form. The activity phase entails the study cycle as the framework's last step. Ultimately, the instructor provides practise exercises based on the language research in order to gain learners' confidence and help them systematise and widen their learning so that they may keep learning outside of the classroom and even after their language program is ended.

In recent times, several features of task-based language education have been studied in connection to instructional strategies. Numerous studies have been undertaken into the application of this strategy, and it has been proved to accomplish the teacher's and

learner's objectives to a sufficient degree. In her research "Task Based Teaching: Using Modals for ESL Learners," Sharman (2011) highlighted the need of meaning-focused tasks in a grammar lesson. According to her, learners will be able to speak the second language freely and efficiently in situations that are comparable to those experienced even outside the classroom when they wish to develop their linguistic competence. The major purpose of task-based education, according to the study, is to involve the learner in the task's achievement and encourage them to acquire the target language. Task-based pedagogy seems to be the most productive and successful approach of assuring active engagement of the learner in the process of learning, in terms of giving motivating value. While the aspects of the tasks, along with their relationships to language form and context, have yet to be studied, they increase the chance for a real experiment. As a result, task-based language instruction pushes us to use it in language classrooms, culminating in genuine and lengthy results.

3. Implementation

According to the TBLT Focus on Form, language acquisition requires students to engage in genuine dialogue in which they use language in a meaningful way. It emphasises that acquisition must be accompanied by teaching that assures a certain level of attention to linguistic structures, and that early proficiency practise must be followed by accuracy-focused exercises. As a result, it can accommodate the pupils' learning processes as well as their unique differences. Meantime, it can find the right balance among precision and fluidity. Some proponents of TBTL have developed a number of teaching paradigms that have proven effective and satisfying via practise and study, like Jane Will's framework.

We use the following framework of concentration on form task-based language instruction built on Willis' method, relying on our instruction and theoretical research studies.

It is divided into six phases.

Lead-in (inform learners about the task; stimulate their attention)

In this phase, the instructor uses pictures, recordings, and videos to present learners to a certain associated facts about the work in order to arouse their curiosity, motivation, and interest. The most active part of study positivity is learning interest, which is a crucial component of learning motivation. In the lead-up phase, the instructor should work on inspiring and cultivating the students' cognitive skills.

Pre-task Learners are aware of the topic at the pre-task stage. The teacher leads the class in a discussion of the topic, highlighting key terms, and assisting learners in their preparation for the job. Likewise, students are motivated to learn task-related background information and are given explicit instructions on how to complete the work.

Task cycle

The purpose of this phase is to help pupils comprehend and retain new information while they pursue independent research. Pay attention to them. The class is chaired by the instructor at the moment, who comments on reports and encourages learners as required. Learners are asked to collaborate in small groups to cooperate and negotiate on the meaning or substance of a piece or to discourse in relation to listening to a recording.

The importance of meaning is emphasised by learners. 2) Get ready to report. Students in this class are getting ready to report to their peers and teacher, either verbally or in writing. They produce a presentation explaining how they handled the issue, what they learned or established, and so on, based on the findings from their own group effort. 3) Provide an oral presentation

Some groups give a presentation to the entire class, while others share and analyze written reports. Others from the class pay attention to them. The teacher in charge at the moment leads the meeting, making comments on reports and other topics.

Focus on Forms (introduction of language forms based on learner-initiated meanings; students negotiating and practising form together)

The stage phase is divided into two sections. The instructor begins by assigning language-focused activities that focus on materials learners have read or recordings of what they have heard. The learners then collaborate to develop linguistic forms and practise new words, phrases, or patterns found in the data. The aim is that by noting these qualities, students will recognise them when they come across them in other works.

Reflection

It's the phase where you're examining and assessing things. Learners reflect on his or her own performance during the task at this stage. The goal is to assist pupils in improving their language form correctness, improving their inter-language system, and developing their talents. The familiar assignment might be played on tape or video by the teacher. The learners will then have a clear understanding of how to utilise the target language.

Consolidation

It's the phase where the task is being extended. To cement accomplishment or reinforce information in class, the instructor assigns some oral or written homework relating to the classroom assignment.

The framework begins by establishing a genuine requirement to utilise language to complete the objective. The following phases are then provided to complete the assignment. The emphasis on linguistic form is aided by awareness-raising and assessment. Stages 5 and 6 are utilised to offer pupils an idea of what they've learnt.

4. An Experimental Study

The research design is determined by three primary aspects. Subjects, tools, and the method. St. Jude's College first-year non-English undergraduates from two courses are the subject. Two tests and two questionnaires were used as instruments. Expressions II is the teaching material. The seven weeks teaching experiment comprised of five hours every week.

Procedure

The researcher conducted a seven -week experiment with five periods every week. The study uses the traditional approach in class one, while in class two, as named experimental class, the writer uses TBLT Focus on Form in class. At the end of the experiment, the subjects are asked to take another test to see whether the task-based approach will be more effective than the traditional approach. The study is carried out for eight-week with five sessions each week. In class one, standard technique is adopted, but in class two, termed experimental class, the author utilizes TBLT Focus on Form. The learners are invited to take another exam at the conclusion of the trial to evaluate if the task-based method is more efficient than the existing traditional way.

5. Conclusion

This study's findings indicate that first, as compared to the traditional technique, TBLT Focus on Form has a distinct influence on College English acquisition. It gives a more efficient and reliable approach for students to develop their skills and abilities in studying English as a second language. Form-focused learning in the classroom enhances learners' awareness of the target form. After their consciousness has been elevated, pupils are given opportunity to generate output depending on the input they have been exposed to. They process the information with a greater focus on how the forms are utilised to express certain meanings. As a result of this process, the channel between form and meaning is reinforced, which is an important component of linguistic correctness.

Second, TBLT Focus on Form provides a motivating environment in the classroom, which boosts learners' enthusiasm, interests, and comfort. However, in class, they frequently face a variety of challenges, including cognitive difficulty in connecting with peers, which inhibits learners from talking more.

Third, it is critical for teachers to provide appropriate tasks that fit the requirements of learners. Teachers should conduct a need analysis of learners well before the class begins. The study takes into account the learners' goals for Learning English, as well as their passions, inspiration, and cognitive strategies.

Finally, the TBLT Focus on Form places greater obligations on instructors. Teachers require not just language competency but also organisational, administrative, regulatory, communicative, and assessment skills in order to run successful English classrooms. Formal education, as well as linguistic expertise, are extremely significant. As a result, instructors should be given greater opportunities to improve their expertise.

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