

The Role of Teachers and Learners in TBLT

OPEN ACCESS

Volume: 12

Special Issue: 1

Month: December

Year: 2023

P-ISSN: 2320-2645

E-ISSN: 2582-3531

Received: 17.10.2023

Accepted: 05.12.2023

Published: 14.12.2023

Citation:

Ponmani Subha Chellam,
R. "The Role of Teachers
and Learners in TBLT."
*Shanlax International
Journal of English*,
vol. 12, no. S1, 2023,
pp. 430–32.

DOI:

[https://doi.org/10.34293/
rtdh.v12iS1-Dec.136](https://doi.org/10.34293/rtdh.v12iS1-Dec.136)

Dr. R. Ponmani Subha Chellam

*Associate Professor, Department of English
The M. D. T. Hindu College, Tirunelveli*

Abstract

This paper deals with the implementation of TBLT in the classroom. This research discussed the role of teachers and learners in TBLT to improve their ability. The problem statement in this research is how the writing abilities of the students before and after giving Task-Based Language Teaching (TBLT) work among the students with different phases of task activities. Task-Based Language Teaching (TBLT) is an approach that uses tasks as the primary element of planning and instructing in language teaching. In recent years, there has been an increase in interest in Task-Based Language Teaching (TBLT) because TBLT is an interesting task activity that enhances students' learning process. Learning is a method of active learning that involves multiple levels of acquaintance at the same time. Task-based language teaching is a learner-centred approach. TBLT advocates the shift from teacher-dependence to learner independence and provides authentic materials.

Keywords: Task-Based Language Teaching (TBLT), Writing Ability, Planning, Instructing, Role of Teachers.

Introduction

Task-based language teaching (TBLT) is a method that uses tasks as a central element in language planning and teaching. There has been a growing interest in active language teaching (TBLT) in recent years because TBLT is an engaging activity that supports student learning. According to Jack C. Richards and Theodore S. Rodgers (2001), TBLT is a method that fills the gap in language teaching.

Active language teaching is a learning method that supports the transition from teacher autonomy to student autonomy for students, providing authentic information that enables students to communicate with each other for a specific purpose and get good and productive results.

Language is the most important thing in the world because it distinguishes humans from other living things. Language plays an important role in the communication process. The effect of vocational education is close to communication. Work-based learning teaches language as a form of communication. Learning style refers to the best way for the student to assimilate and use his abilities, as well as to teach special education in a particular style.

Task-based learning focuses on the importance of language use. Richards and Rogers say we need to create a structure for communication. Thus, the function, structure and interaction structure of the language attracted attention. According to Foster and Skehan (1996), there are three types of actual division of labor:

individual division of labor, job description, and job decision. Of the four languages (reading, writing, speaking and listening), Willis and Willis believe that writing is a business skill and speaking is personal communication.

Most of the activities currently planned in business work involve discussion. Richards and Rogers recognize the importance of language and that the basis of language acquisition lies in speech. It also focuses on language and tone because these are the main points of the speech.

In today's world, even international teaching has become difficult as there are many teaching methods available. However, while teachers teach different methods in the classroom, students face many problems. When choosing a teaching method, teachers should consider not only the educational level of their students but also their age and their reasons for learning the language (L2).

In TBLT classes, students focus on meaning rather than language. This is because students engage in group communication rather than conversation-based language lessons. In addition, students should express their opinions orally or in writing about the topics the teacher talks about. They can also search for any topic they want. Teachers can help their students express their ideas by determining the meaning of communication and work.

Theoretical Background on Task-Based Writing

Task-based writing is close to the constructivist view of the language that needs to be learned and come to a conclusion. Constructivists often focus on the role of students' motivation, intelligence, and self-esteem, which are assumptions about the role of language teaching. Education is an active learning process that involves many levels of knowledge simultaneously. Everyone has their own style of judgment and language flaws. The role of students in teaching language studies in the classroom is beneficial for language learners because it is about the student rather than the other way around

The Role of the Teacher in Task Based Writing

In the writing process, teachers have an important role in learning (Richards and Rodgers, 1986). Teachers need to carefully select and adjust activities to achieve performance goals (Willis, 1996).

The Role of the Learner

In a work-based learning classroom, the student's role is leadership and active. To be elected: Committee; Supervision; Adventure; Modernizing.

The Role of Teachers and Learners in TBLT

In recent years, new language teaching methods (L2) have been added to language teaching. Using different activities (tasks) in the classroom can improve students' communication (speaking) skills. Intelligence is important and powerful in the development of speech. Using speaking skills in TBLT allows speaking students to develop the ability to use the four skills (listening, speaking, reading and writing) in situations and in real life. When teaching and practicing speaking, teachers should follow the four language skills so that students can improve their academic skills and communication skills.

Teacher and learner roles have been highlighted in the pedagogically oriented literature of TBLT. Empirical studies on TBLT implementation have also indicated that teachers play a crucial role in the successful implementation of TBLT in language programmes and formal classrooms (e.g., McAllister, Narcy-Combes, & Starkey-Perret, 2012). Shehadeh and Coombe suggest that teacher and student factors come first in the list of factors that decide the successful adoption of

TBLT. Researchers have suggested a variety of roles teachers should take in TBLT.

For example, the role of the teacher is implied in Ellis's (2003) principles of task-based language teaching as follows:

- Ensure an appropriate level of task difficulty.
- Establish clear goals for each task-based lesson.
- Develop an appropriate orientation to perform the task in the
- Ensure that students adopt an active role in a task-based lesson.
- Encourage students to take risks.
- Ensure that students are primarily focused on meaning when they perform a
- task.
- Make opportunities for language-focused learning available.
- Require students to assess their own performance and progress.

These views emphasize the appropriate role of teachers throughout the design and use of classroom activities. More specifically, Willis (1996, 2009) suggested that teachers should play the roles of “supervisor,” “language consultant,” and “manager,” who work first, then work, and then work.

Recently, this goal can be achieved by supporting the management of error communication (NFM) and improving the process of routing meaning from scratch image of data showing the use of TBLT. After completing the work, students should provide feedback, practical ideas and sample work. Providing feedback, sufficient input, and task modeling will be necessary for the students after completing the task activity. In addition, support activities such as creating a relaxing environment in the classroom, motivating students, and encouraging them to learn languages will also be useful. Finally, in the post-task phase, teachers can provide opportunities for language learning by evaluating student performance.

Teachers can implement various actions and decisions, such as displaying the form or discussing the strategies for students' to use. Assessing task performance and language development are other tasks for the teacher to do. In addition to students' self-assessment expects the teacher to conduct assessment by using available types of tests or self-designed tests.

Assessment in TBLT helps provide feedback to students and adjust work to their needs. TBLT promotes an approach to learning that requires students to take an active role in the teaching process. Students must have the courage and confidence to take risks to overcome language barriers at work. For learning a language, students should realize that the interactional support of another person is crucial.

References

1. Richards, Jack C, and Theodore S Rodgers. *Approaches and Methods in Language Teaching*. 3rd ed., Cambridge (Ingalterra) Cambridge University Press, 2014.
2. Skehan, P. *Task-Based Instruction*. Cambridge: Cambridge University Press, 2003.
3. Thomas, Michael, and Reinders Hayo. *Task-Based Language Learning and Teaching with Technology*. London; New York, Continuum, 2010.