THE IMPACT OF TASK-BASED LANGUAGE TEACHING ON MOTIVATING EFL LEARNERS IN PROCURING LANGUAGE STRUCTURES

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Abstract

This research sought to investigate the impact of task-based language teaching on motivating the learners in procuring language structures. To fulfil the objectives of the study an experimental research was administered among 80 learners from class VIII of two CBSE schools. Then, they were divided into two groups, namely control and experimental groups. The researcher designed five task-based language teaching activities and administered them on the sample group of learners. Before starting the experiment, the researcher explained the tasks and the activities to the group. The data were collected and analyzed by Paired Sample t-test. The findings showed that the experimental group who was taught using task-based language teaching activities significantly performed better than the control group. Generally, the experimental groups outperformed the control groups. Furthermore, the results show that there was a significant difference between the experimental and control groups' motivation in the post-test of questionnaire which implies that the experimental group's motivation increased significantly. The results suggest that task-based language teaching can be used in English classes to develop the ability of procuring and using language structures among EFL learners.

IndexTerms: Impact, task-based, procuring

1.Introduction

Clayton Christensen once said "Understanding motivation is one of the most important things we can do in our lives, because it has such a bearing on why we do the things we do and whether we enjoy them or not." Education must precede motivation. Teachers have the great privilege and responsibility to impact their pupil's lives positively, giving them reasons to push forward, and motivating them to want to succeed in life. One of the most difficult aspects of becoming a teacher is learning how to motivate the students. Learners who are not motivated will not learn effectively. They won't retain information, participate and some of them may even become disruptive. A scholar may be apathetic for a variety of reasons. They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unimaginative, actually faces hassle in learning and is need of special attention.

Motivation is one of the most important factors which influence language learners' success or failure in learning the language. Motivation is defined as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (Keller, 1983). Specifically, for language learning motivation can be understood as learners' orientation with regard to the goal of learning a second language. As Wilkins (1972) points out that "motivation is a term which occurs in discussion of the second rather than the first language learning". Learning is congenitally hard work; it is pushing the brain to its limits, and thus can only happen with motivation. For learners to be motivated in their academic work, they need to know that what they are studying is indeed of real magnitude. Learners need to know that they are being nourished with the best that our civilization has to offer and that they are studying something that is substantially larger than themselves. Motivation has several effects on students' learning and behaviour. Motivation administers behaviour toward particular goals. It also leads to increased effort and energy and determines whether a scholar will pursue a task with enthusiasm or a mundane attitude.

Motivation has been widely undertaken by teachers and researchers as the key factor that influences the rate and success of foreign language learning. Motivation plays a cardinal role in foreign language learning. Learning motivation is to promote, guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge.

Education must transmit from generation to generation, the core of our culture's assembled body of knowledge .While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Teaching a class full of stimulated students is gratifying for teachers and students alike. Some students are self-motivated, with a natural love of learning. However even with the students who do not have this natural impulse, a great teacher can make learning pleasurable and galvanize them to reach their full potential.

Task-Based Language Teaching is primarily a student-centred approach. It originated from the Communicative Approach, but has since developed its own distinct principles. It can be seen as a reciprocation to more traditional teacher-led, grammar-oriented, presentation-practice-production (PPP) approaches of language instruction. Its activities offer opportunities to refine the target language, but they can be in dearth of real purpose and meaning. Learners may be able to induce the target language during controlled activities, but this doesn't necessarily relay to more spontaneous interaction. Kris van den Branden, in Task-based Language Education: From Theory to Practice, describes a 'task' as:"…an activity in which a person engages in order to attain an objective, and which necessitates the use of language."

Specifically, for language learning motivation can be understood as learners' orientation with regard to the intent of learning a second language. Ellis (1994) considers motivation as the exertion which learners contribute into learning a second language as a result of their need or desire to learn it. It would contend that the nature of motivation has the relationship with such elements as cognition, feelings and emotions, and environment. Moreover, it will help delve deeper into the grounds of motivation research with concerning such elements.

Favourably motivated learners will learn readily, and make any class interesting to teach, while uninspiring learners will learn very little and generally make teaching painful and importunate. It is important to concede that motivation is a principle element of good teaching and learning process. Course requirements, assignments, and exams exist because students do not yet have the experience and wisdom to recognize which courses to take and what activities they need to complete in those courses to achieve appropriate educational goals. Therefore a student cannot be expected to come into every course motivated to learn the material. If a student does not know the material in a course, how can they know its importance? The instructor, is uniquely proficient to show students why the material is important, intellectually interesting, and valuable for them to learn. While individuals differ, there are three elements that are consistently pertinent to the motivation to learn: personal relevance, some control of the learning process, a sense that one can master, mastering the material, and personal relevance and interest. First, the material must be seen as personally relevant, interesting, and useful to the learner. The instructor should lay emphasis in recognizing the students' backgrounds and experiences and aspirations, and finding ways to connect the material to those. What the instructor sees as riveting, may not be enthralling for many of the learners. Making the material fitting, usually means finding ways to present it in terms of veritable real world situations and problems that the students can relate to. The instructor needs to show how the material will be used in careers . Rather than first introducing a lot of formalism and jargon, and then at the end showing how it can be applied to solve some meaningful problem, it is necessary to begrudge the problem first, and then introduce the formalism as the way to solve the problem. The attitude the instructor devolves about the subject is also important. He must tell the learners why he finds the subject interesting. While it is good to exhibit the enthusiasm and excitement about the subject, it is even preferable to find ways to assure the learners that the subject is interesting. What a person finds enthralling is shaped by their knowledge and past experiences. A second propelling element is for the learner to feel they have some intensity of control over the learning process. Relatively passable amounts of control or choice can make a large difference in motivation. It is important to make the learners sense that they can master the material: The third general triggering factor is providing the learner with a sense that they can master the subject, and that they understand the process to follow to accomplish that mastery. These are best addressed by having befitting levels of challenge in the course and providing clear feedback as to how well students are meeting those challenges. It is also important that the feedback and grades are aligned with the course goals. The feedback that best inspires learning is that which underlines the importance of effort and the specific processes and strategies required for learning.

In a task-based approach, learners learn by doing. Task-based activities are usually profuse in language, involving a wide variety of language areas, as well as all the skills; reading, writing, listening and speaking. By definition, a task must encompass the processing of information, and some kind of

communication or interaction. A task can be something that is done unescorted , or is done with someone else or in a group.

In task-based learning, a lesson or unit is formulated to help learners to complete a task: for example; write a letter, make a reservation, plan a trip, collaborate to design something, or hold a meeting. In task-based learning the language content is defined, not by a grammar syllabus, but by what learners need to complete the task. The tasks themselves can deliberate about real-life situations, for example in educational or work contexts; giving an academic presentation, attending an interview or meeting, applying for a job, or dealing with the public – things that people need to do every day in different fields like tourism, health services, business and education; because it is closely linked to learners' real needs, task-based learning can be highly motivating for learners and extremely useful.

In Task-based learning, the task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks. Task-based lessons help to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition (Krashen*). If we can take the focus away from form and structures we can develop our students' ability to do things in English. Teachers have a responsibility to enrich their students' language when they see it is necessary but students should be given the opportunity and motivation to use English in the classroom as they use their own languages in everyday life.

Learning English as an international language has a great eminence in different levels of education in India, but unfortunately most of the learners are not satisfied with their abilities in English after studying it for several years in their school. Certainly there are different reasons for this problem, but one of the reasons is want of motivation. There are several factors that affect the motivation of the learners to learn a language. The most important factor is that the teacher must keep himself motivated. He must give the learners a lot of positive attention. Children learn through play. Often times they don't even realize they are learning if they are enjoying the game. Teachers can devise English games specifically outlined to teach language and vocabulary. Games help to make use of points and competition as a motivator. It is important to let the learners have hands-on experience . Learners like to work with their hands. Instructors should try to get young learners up and doing instead of listening passively. Movement is a vital component to motivating children. The best way to prevent children from zoning out is to get them up out of their seats at least once each class period. The instructor needs to vary the Pace of learning. Alternate calm games with lively ones to keep the children alert and motivated, but without letting the class get out of hand. Good discipline is crucial to effective learning. Using popular television shows, books, movies, and game and toy trends as a reference can be the fastest way to bridge the chasm between languages. When woven into lesson plans, audio visual materials can be a fantastic way to break up the monotony of a lesson and refocus the students. If teachers forge a classroom environment that encourages meaningful cultural exchanges, motivation is sure to follow. Participating in activities with their peers provides plenty of opportunities for your students to become comfortable practicing their English skills in a non-threatening setting. Interactions can be made worthwhile by pairing students with other students who display patience and natural leadership qualities.

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. In task- based language teaching and learning, a natural context is developed from the students' experiences with the language that is personalised and relevant to them. It is necessary to create contexts in which to present the language and sometimes they can be very unnatural. The learners will have a much more assorted exposure to language with Task- based learning making it enjoyable and motivating.

Task-based learning helps in reviewing real life and learners focus on meaning. They are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks. In the task-based lessons, there is a need to create a need to learn and use language. The tasks will generate their own language and contrive an opportunity for language acquisition (Krashen). Teachers have a responsibility to exalt their students' language when they see it is necessary but students should be given the opportunity to use English in the classroom as they use their own languages in everyday life.

Instructors should make the class communicative. Language learners get emboldened when they can successfully render their thoughts into words and get their points across. Aside from the fun of communicating, it's also what most students want to get out of learning English. Learners want to explore the world and will use English to travel and connect with people all over the globe. The more educators rally their students to communicate in class, the more motivated they'll be. They'll see that they're executing their goals even as they're learning, and the success and achievement will make them readier to learn. Group activities are a great way to make class communicative. Teachers can arrange student desks to make larger tables to encourage communication among them. There is need to curtail teacher talk time (TTT). The less teachers talk, the more the students will be talking, and that means they'll be putting their language knowledge to work. One way to keep things practical in class is to use realia whenever possible. Bringing realia into the classroom will make your students more prepared for what they'll find outside our classroom walls. Project-based learning is a great way to keep things steadfast on reality and influence the learners. Learners work through a series of steps to come to a solution to that problem. This series of steps may include categorizing the information necessary for coming to a solution, disintegrating the different steps they'll have to take to solve the problem, gathering the necessary information, and coming to a conclusion and presenting their solution. Role playing is another way to stay focused on the practical. Giving students real-life situations they're likely to encounter in the outside world will give them a chance to practice for the future in a safe environment. Social media can be used in the class. By including social media in the class, language use can be made practical, fun and interesting. For example, learners can be encouraged to write short posts for Facebook, Twitter or Instagram, or start a class blog and have students write the posts and respond to comments from their classmates as well as the world at large. Teachers can invite pop culture into class. They can include movies, magazines and contemporary music. Teachers can employ them in class for listening activities, reading activities or to learn new vocabulary. Instructors can utilize a movie as the basis for event sequencing, writing a summary or a cloze listening activity. Facilitators require to pay attention to the music the students like, the types of movies they watch and what they enjoy on TV. There is need to gamify the lessons. Games are highly effective ways to teach vocabulary and use grammatical structures.

A teacher needs to support the learners before motivating them. He can let the students know that he cares about them and where they come from by incentivizing expressions of culture in class and giving them opportunities to share their values, beliefs and traditions. A teacher needs to consider feedback carefully. The right quantity and quality of feedback is important for forging the right relationships with the learners. If facilitators spend excessive time correcting every error they make, they may end up estranging the students. They may acclaim the knowledge imparted , but won't feel bonded to the teacher personally. It's important to administer positive feedback, like compliments and encouragement, as well as criticism. When the instructor has criticism to accord, he can convey it along with some positive feedback. There is need to encourage peer feedback and self-evaluation. It's also great to celebrate achievements on a regular basis. Motivating students is a part of every teaching process.

Language teaching tasks are language teaching activities where meaning is pivotal. Tasks require learners to produce and understand communicative messages. Tasks should embrace information gap, opinion gap and reasoning gap. Task-based activities make learners use their own resources. Learners have to use their own linguistic and nonlinguistic resources to complete the task. They have to use whatever knowledge of the language they have in order to participate in the task. Learners may also use nonlinguistic resources such as gestures. Tasks must incorporate some sort of nonlinguistic outcome such as drawing a route on a map or agreeing on a plan to solve the problem.

For task-based language learning, the teacher furnish with clear instructions about the task. The learners engineer the task, in pairs or in groups, using their own linguistic and non-linguistic resources. The teacher monitors, supports, and encourages the learners. The teacher does not have to intercede to edit accuracy mistakes. He lays more emphasis on meaningful communication, fluency and confidence building than on accuracy. The learners draft or rehearse what they want to say or write and report briefly to the whole class to compare findings. After the task, the learners get an opportunity to compare their products with a similar product by a native speaker. The learners listen to a recording by a native fluent speaker. There is comparison between the two versions which gives a chance for learners to learn from their mistakes.

Task-based language learning can be used in the acquisition of language structures. Task- based language activities help in improving the learner's efficiency. It improves collaboration among learners making them more independent and resourceful.

2.Literature Reviews

1.Task-Based Language Learning and Student Motivation in Vocabulary Acquisition

A research article titled *Task-Based Language Learning and Student Motivation in Vocabulary Acquisition* by Le Ngoc Thanh explores the impact of task-based language learning on motivating non-English majors to acquire vocabulary at a community college in Vietnam. An experimental study was used to investigate the effectiveness of the use of text-based tasks to enhance students' vocabulary. The quantitative analysis used data from a questionnaire and vocabulary tests to examine students' motivation in vocabulary learning over twelve weeks. The qualitative analysis from follow-up interviews with students examined their attitudes towards the use of text-based tasks in terms of task-based language learning. The findings indicated that the participants were motivated to learn vocabulary and their vocabulary achievement improved after the experiment. Suggestions for language teachers to make better use of this approach are also discussed.

2.The Effect of Task Based Language Teaching on Writing Skills of EFL Learners in Malaysia

A research article titled *The Effect of Task Based Language Teaching on Writing Skills of EFL Learners in Malaysia* has validated the effectiveness of Task Based Language Teaching (TBLT) in promoting writing. In the study research participants were divided into an experimental and a control group. The data were collected following a Mixed Method Research paradigm during pre-test and post-test. A Paired Samples T-test was used to determine the statistical significance of the learners' scores in pret-est as compared to the posttest. The vast majority of the learners opined in their reflective journal that TBLT was the most interesting and a learner centered approach enabling learners to use their existing linguistic resources. .

3. Motivation, attitude, and language learning

A research article titled *Motivation, attitude, and language learning* by Nasser Oroujlou and Majid Vahedi intends to provide an overview of recent advances in research on motivation and attitude to learn L2. It provides some implications for better language learning too. In this paper authors have concentrated on descriptive and analytical approaches in order to clarify the role of attitude and motivation in language learning. Authors have achieved practical and tangible findings and have clarified that designing and implementation of various techniques can change student's attitude positively toward L2 learning. Systematic and academic application of "motivation and attitude" issues in language learning classes is very important and can make language courses more interesting.

4. The Impact of Motivation on English Language Learning in the Gulf States

A research article titled *The Impact of Motivation on English Language Learning in the Gulf States* by Dr. Fadel H.M. Al Othman1 & Dr. Khaled M. Shuqair analyses the impact of motivation on English language learning by eliciting observations of researchers in the field. Finally, several suggestions and some recommendations regarding future research in this area have been highlighted.

5. Motivation in English as a Foreign Language Learning: A study of motivation toward English language learning in Stockholm´s upper secondary schools for adults (KOMVUX).

A research article titled *Motivation in English as a Foreign Language Learning: A study of motivation toward English language learning in Stockholm´s upper secondary schools for adults (KOMVUX)* by Véronique Saheb investigates the levels and types of motivation among KOMVUX students at basic and upper secondary levels of English in the county of Stockholm. 95 adult learners of English completed a questionnaire in three municipalities of the county in November 2014, of which 93 were used in the results. The results showed that the instrumental and integrative motivations of adult learners of English are concomitant. They also demonstrate there is no significant correlation between adult students´ level of English and their degree of socially oriented motivation. Differences among adult learners of English appear when extrinsic and intrinsic motivations are examined. The results demonstrate that attitudinal motivation varies according to age range and the number of languages spoken. The results of the present study have been investigated in the light of the particular status that English has in Sweden today. They conform to previous research studies that underline the importance of further investigation in attitudinal motivation in Second Language Acquisition.

3.Methodology

A.Purpose and Significance of the Study

Task based learning is a different strategy to teach languages. It can aid students by planting them in real-life situations, where oral communication is essential for implementing a specific task. Task based learning boasts the advantage of getting students to use their skills at their current level, developing language through its use. It retains the focus of students toward achieving a goal where language becomes a tool, making the use of language a necessity.

This study aims to inspect how task-based language teaching induces learners in acquiring language structures and aims to investigate the different ways in which task-based language learning can be employed in classroom teaching to improve the efficiency of the learners in understanding language structures.

Therefore, the present study aims to answer the following research question:

Does task-based language learning motivate learners in acquiring language structures?

B. Participants

The participants would be taken from two ICSE and two CBSE board schools. The study would focus on students from class VI and class IX. Ten students would be taken from each class. So a total of forty students would be taken from ICSE schools and a total of forty students would be taken from CBSE schools. Altogether, a sample size of eighty students would be taken.

C. Instrumentations

There would be five task-based language activities which would be introduced to the learners which shall aim at motivating the .learners in learning language structures. These games would be new and had never been introduced before. The language structures that are taught are syntax, semantics, morphology, vocabulary and sound. The language games are *Sequence Syntaxing, Semantics Basket, Matchmorph, Word Conjunction* and *Sound Sieve.*

In the language game *Sequence Syntaxing*, the teacher divides the class into several groups. In the pre-task activity, the teacher gives an introduction to the task. In the task cycle, each group is shown three words which includes a subject, a verb and an object. The words are misarranged. Each group of learners is instructed to arrange the syntaces in a manner that they form a grammatically correct sentence. In the end each group is asked to come to the front of the class, write the words given to them on the board and ask the class to guess the sentences to be formed from them. At the end, the teacher gives them feedback.

In the language game *Semantics Basket,* the teacher divides the class into several groups. In the pre-task activity, the teacher gives an introduction to the task. In the task cycle, each group of learners is shown five words and their meanings are given. The learners need to match the words given with their appropriate meanings. The words closely resemble each other and the meanings are also similar to each other. In the end each group is asked to come to the front of the class, write the words given to them on the board and ask the class to match the words with their accurate meanings. At the end, the teacher gives them feedback.

In the language game *Matchmorph,* the teacher divides the class into several groups. In the pre-task activity, the teacher gives an introduction to the task. In the task cycle, each group of learners is given a list of pre-fixes and suffixes and a cluster of incomplete words given. The learners need to identify the correct pre-fix or suffix to complete the words. In the end each group is asked to come to the front of the class, and write the list of pre-fixes and suffixes and the cluster of incomplete words given. The class is then asked to complete the words with the correct pre-fixes and suffixes. At the end, the teacher gives them feedback.

In the language game *Word Conjunction*, the teacher divides the class into several groups. In the pre-task activity, the teacher gives an introduction to the task. In the task cycle, each group of learners is given two lists of words. The learners in the group need to combine the words from both the lists to form new words. In the end each group is asked to come to the front of the class, write down the lists of words given and ask the class to form new words with the lists of words given. At the end, the teacher gives them feedback.

In the language game *Sound Sieve*, the teacher divides the class into several groups. In the pre-task activity, the teacher gives an introduction to the task . In the task cycle , each group of learners is made to listen to a large number of English words spoken in different accents like American, British, and French. The words are spoken in English language but the accent varies according to the language used to utter the word. The learners need to identify the words spoken with different accents. In the end each group is asked to come to the front of the class, write down some of the words on the board and ask the class to pronounce them. In case they mispronounce, the group can amend them. At the end, the teacher gives them feedback.

D. Procedure

At first, the selected students were randomly divided into control group and experimental group. The control group was asked to learn language structures without the help of task-based language activities. The experimental group was taught language structures with the help of task- based language activities. In the pre-test when the learners were observed, it was perceived that the learners were lacking motivation to learn the language structures and recall them. However, in the post-test it was perceived that learners who were taught language structures using task-based activities were motivated to learn the language structures and were able to retain the structures for a longer period of time.

4.Hypothesis

The hypothesis is that learners who are taught language structures using task- based activities are motivated to a greater extent and they retained the structures for a longer period of time than those learners who are taught language structures using traditional conventional methods.

5.Discussion

At any given time there are certain trends in second language education that influence both teaching and learning. One of the latest trends in SLL approaches is task-based language teaching (TBLT), which emphasizes the use of authentic language through meaningful tasks. Task-based learning focuses on the use of authentic language through meaningful tasks and encourages meaningful communication. The method is student-centred.

Learners are encouraged to use language creatively and spontaneously through problem solving tasks. They focus on a relationship that is comparable to real world activities. The assessment is primarily based on task outcome. Task-based language teaching is student-centered.

6.Conclusion

The present research was conducted to investigate the effect of Task-Based Language Teaching method on motivating the learners in procuring language structures. The results revealed that the majority of the students recognized a positive relation of TBLT to their motivation for absorbing language structures in terms of an enhanced interest in and enjoyment of the language itself, more active participation in classroom activities and strengthened study autonomy as indicated by the increased time spent on preparation for and completion for tasks.

Most students also identified a growth in their motivation, to learn language structures, language skills, especially their speaking and writing skills, and information retrieval abilities. However, this experimental research suffered from limitations. This research mainly focused on learners from class VIII from two CBSE schools and as tools it has used only five task-based language games to analyze their impact on motivating the learners in understanding and learning language structures.

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