

TASK BASED LANGUAGE LEARNING-AN ATTEMPT

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The process of education must enable students to face situations in life confidently and emerge out of such situations triumphantly. Success in life is no longer confined to a high first class or a distinction. The modern student knows that fluency in the use of English Language is necessary to successfully get through job interviews and group discussions. Most of the students study with the desire to get white collared jobs which to a large extent require them to excel in group discussions and job interviews and which are conducted in English. This paper presents an attempt made by the presenter to help students at the undergraduate level learn new words, use the translation method- Kannada to English and vice versa, use the interview method to improve their proficiency and confidence levels with regard to the English Language.

This Language learning exercise was designed for the III Semester students. The task assigned was to interview a well-known personality in their neighbourhood.

GOALS:

1. To facilitate the acquisition of Dialogue writing skill(part of the syllabus)
2. To improve vocabulary (Kannada to English, English to Kannada)
3. To actively involve students in a task where they are required to read, listen, record, write, speak and translate.
4. To boost confidence level and improve fluency in English
5. To understand the process of interviewing

ACTIVITIES:

1. To find information about a well-known personality of the locality
2. To prepare questions in English on the basis of the information collected
3. To translate the questions into Kannada
4. To interview in Kannada
5. To record the interview
6. To translate it to English
7. To submit the written form of the Interview in English.

TEACHER'S ROLE:

1. To divide the students into groups
2. To educate students on how an interview is conducted
3. To check the questions framed both in English and the translated version in Kannada to remove ambiguity, repetition and offensive words/ sentences.
4. To evaluate the final interview submitted in English

LEARNER'S ROLE:

1. The Learners as a group are required to first decide on a well- known personality in the locality to interview.
2. The group looks up information on the person either by asking others or by using the internet search engines.
3. Based on the information collected, the group frames questions in English. These questions could be Yes/ No kind or open Ended (Wh- Questions).
4. After approval of the teacher, the students translate these questions to Kannada and once again submit them to the teacher for approval.
5. The group then prepares for the interview- contacts the person and fixes an appointment, equips itself with a camera, tape recorder, writing material, a flower/ bouquet to greet the person and decides on who would ask questions, write down answers, be in charge of the tape recorder, click photographs and so on.
6. The group interviews the person and records the interview.
7. The members of the group write down the interview conducted in Kannada and submit it.
8. The members of the group work on translating the entire interview into English
9. Finally, the English version of the interview is submitted.

OUTCOME:

This activity was assigned to the B.A Students (III SEM). The students have Dialogue Writing as a part of Writing Skills in the Syllabus. Most of the students in this class answer only the English Paper (in the Examinations) in English. The students were asked to interview in Kannada because-1) their Knowledge, Confidence, Fluency Level are all very low with regard to the English Language. Therefore they needed an activity which would

use their competency in Kannada to help them learn equivalent words in English and give them the gentle push to use English 2) The personalities to be interviewed were locals and not all of them were well versed in English. The personalities selected were from varied fields which included a teacher, a politician, a social worker, a police officer, a wrestler and a principal.

The involvement of the students in the groups was total. This task excited them because for the first time in their lives they were interviewing someone. In fact, the group that interviewed the police officer was an all-girls group, they were invited to the police station to interview which in itself was a totally novel experience for the group. The translation work was the most difficult task (as reported by the groups in their feedback), because they were unable to find equivalents for some of the words in Kannada and the online translator sometimes gave them absurd translations.

The OUTCOME of this task was;

1. Students understood the format involved in Dialogue Writing.
2. They were able to find English equivalents for many words and sentences that they use on a regular basis in their day to day conversations.
3. They were able to point out the differences in question forms and sentence structures between English and Kannada.
4. They learnt the art of greeting and opening a conversation.
5. Their meeting with the successful personalities in their own neighbourhood opened their eyes to how hard people need to work to be successful in life.
6. They learnt how to work in groups.
7. They were able to present their work in English (written) and were able to make an oral presentation of the entire task in English with few grammatical mistakes but with a great sense of pride and confidence.

CONCLUSION:

This task may be considered as successfully accomplished as the goals assigned were fulfilled successfully. The Presenter of this paper feels that the success achieved here will motivate the students to continue conversing in English and in the long run achieve success in their lives.

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