Exploring Student-Interaction in L2 Classroom with the help of Task-based method

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Abstract: *The motivation behind this research is to explore the impact of classroom interaction in the second language (L2) teaching and learning with the help of the Task-Based Method. The investigation likewise features the effect of interactional criticism in second language procurement (SLA) and investigates the connection between classroom collaboration and inspiration. The main context of the research is the Centre of the Excellence CEAD, MUET Jamshoro. The gathered data of the mixed-method approach depends on the 2 English language instructors in the CEAD MUET Jamshoro. The questionnaire and the semi-structured interview plan were the research instruments combining both the quantitative and qualitative research methods in order to correlate and substantiate results. The research begins with the introduction, the related literature review, and then, the research methodology followed by the research findings and data analysis. The discussion of the findings is contrasted and connected with a related literature background and finally, overall the conclusion and recommendations. The findings of the research support the speculation that classroom interaction with TBLT methods encourages SLA and legitimate treatment of feedback during Interaction decides influences of SLA. Moreover, appropriate examples of classroom interaction not only add to L2 learning but also affect positively the students' inspiration to be engaged with the learning cycle and advancements. This suggests and recommends the significance of interactional classroom, input, and inspiration in L2 instructing and learning.*

Keywords— **L2 Language, interaction, mixed method**

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I. INTRODUCTION

Learning a new language is not an easy task. It requires a lot of labour. Also students learning new language face a lot of difficulties which are very necessary to be eliminated. This study is conducted to find whether EFL students take advantages of interaction by task-based-method and the role of teachers in using different types of strategies to boost the learning of EFL student while using task based method. It is very common to find one or other students in difficulty in these classes. Therefore, the researcher opted for this.

II. LITERATURE

Task based language learning is the creation of Prabh, an Indian scholar, who applied this method on his project which was on teaching communication in second language. Later on, an American government language institution also made their attempt to include this method in their pedagogy. It is usually believed that in order to learn a new language, one only needs to master at grammar, but language is a productive and meaning system and [1] portrayal of young son's acquisition of first language is seen as How to mean [1]. Apart from enthusiastic students, most learners working under structure-based methodology are unable to produce familiarity with foreign language [2]. The purpose behind task based language teaching is to enhance the language learning process of foreign language with the help of different strategies and activities in the classroom. [3] Have specified that these types of tasks include negotiation, modification, rephrasing and experimentation which are crucial part of second language learning.

This study has mixed-method. A mixed-method is combination of qualitative and quantitative approach. Qualitative study is based on text and in it the researcher reaches to the conclusion in the form of words. On the other hand, quantitative research uses the numerical in order to reach the conclusion. This study has qualities of both of these methods. The questions used in the questionnaire are of both types. Therefore, for scrutinizing, the researcher needs both types of the approaches.

III. SAMPLING

A sample is part of population which has all the qualities of population. There are many methods of sampling; however, the researcher has used random sampling method in this research. Sample includes 150 students along with 5 teachers of CEAD, MUET Jamshoro.

IV. DISCUSSION

This work discusses the findings of the study in relation to the existing literature review on the same topic. The study had the following major questions to be investigated which were explored through a questionnaire and a semi-structured interview from the teachers engaged at university selected as a research site for the present study. The main research questions of the study go as under:

- How far do EFL learners interact in EFL classroom using TBM?
- What strategies do EFL teachers use to foster interaction in EFL classroom in Pakistan?

EFL learners' interaction using TBM

The EFL learners find communicative language teaching consistent with task-based language teaching as they both share the principles involved in teaching. Learners' interaction is thus equally possible through either of these two approaches of a blend of both of them. [4] noted that CLT and TBM are parallel in teaching and learning of foreign languages; however, in TBM students are not only bound to use language but keep in mind the nature of the task to be accomplished. The study find that learners find interaction possible through both of them as these two approaches are in practice at the research site selected for the present study. TBLT is less student-centred as the results in the present study shows. The research shows that TBM is more student-centred as it engages the learners; however, the present study's findings reveal the contrary idea which implies that TBM is not practiced in letter and spirit which causes learners to feel as if they are less engaged in learning process. The study has

showed that TBL method provides a relaxed environment to the EFL learners. The choice of material used in classrooms is less relevant to the real life contexts which create problems for the learners to relate learning to real life situations. [5] Argues that materials selected by teachers in their classes are decisive as they determine whether learning is likely to be successful or a failure. In TBL method, it is necessary that meaningful materials be selected. By meaningful material, it means that learning should be situated in the real-life situations which in the case of present study is lacking.

The study reveals that TBL method is very helpful in developing interaction among EFL learners at Shaheed Allah Bux University, Jamshoro formerly called CEAD. Teachers bring various tasks in the class which engages learners effectively; they perform different tasks through collaborations. This finding is compatible with the study by [6] who argues that collaboration is a key tool to enhancing communication and interaction among learners which is at the heart of communicative language teaching and task-based language teaching method. This is something which lacks in other traditional pedagogical approaches. TBL method as the study finds not only helps in improving speaking skills of the students but also listening and vocabulary skills as the learners interact with one another in the task and teacher gives the learners appropriate vocabulary required to accomplish the task. [7] noted that vocabulary is the major problem that EFL learners face while learning English as a foreign language; teachers use different strategies to help them with the vocabulary. However, traditional approaches have failed to improve

learners' vocabulary. New methodologies in language teaching are more context relevant which provides the vocabulary to be performed in real-life situation rather than just memorizing the phrases and unable to use them when needed. TBLT in this case is more practical as the participants in the present study demonstrated.

Task-based method of language teaching according to a great majority of the participants in the study is a sort of motivational strategy. This is because of the fact that most learners in Pakistani context have been educated and taught a foreign language based on older pedagogical approaches which are more teacher-centred. The learners find no space for them to demonstrate their skills and talents. TBL in this case fills the gap by exposing and engaging learners in interactive activities where learners develop a communicative competence. This is compatible with the [8] view that communicative competence is the result of pedagogies which train learners to be acting in social settings. Task based method of language teaching and learning has this tactic to help learners to develop social skills to be performed and expressed through a foreign language. In addition, cooperative principle works at the center of this methodology that not only develops language skills but also trains EFL learners to develop their confidence and overcome anxiety issues they encounter most of the times in their class. While working collaboratively on the task, students learn from their experiences and share whatever they understand related to the topic. [9] Also noted in their study that cooperative principle develops a sense of cooperation among EFL learners which is necessary for developing language skills. When learners interact with each other and develop a sense of

cooperation, they feel comfortable. This comfort develops language skills more in students as they can exchange their support and assistance needed to overcome any problems in any situations of use of language. Based on this, the study findings of the present study reveal that TBL method is very effective.

5.3 EFL Teachers' Strategies for enhancing interaction in EFL classrooms

The interview data comes from two participants who were teachers at the university which I chose for my present research project. The interview was recorded and transcribed for thematic analysis and reflection. During the analysis, the following themes and subthemes emerged from data a) methodologies in teaching English as a foreign language which included subthemes as communicative language teaching (CLT), grammar translation method (GTM) and task-based instruction (TBI) b) Task based language teaching and its usefulness c) TBLT and language skills d) strategies to foster interaction in EFL classrooms which included subthemes as CLT-driven activities, role plays and group tasks, motivational strategies, collaboration in the task and TBLT e) other methods for classroom instruction which included subthemes as learner-centered approach, use of technology.

The results indicate that three approaches were dominant at Shaheed Allah Bux University, Jamshoro which included communicative language teaching, grammar translation method and task-based instruction. Both participants relied on these instructional strategies to foster interaction in EFL classrooms. [10] note that teaching methodologies have a great impact on whether the students in classroom can interact with their peer or

with teachers. If the teaching methodology lacks the interactive elements, the students will not be able to engage themselves in healthy discussions. The findings of the study are compatible with the idea the literature has suggested. The study shows that Task-based language teaching is very useful method in fostering interaction among the language learners; however, they both differed in what level of students it should be when the teachers implement task-based language teaching method. [11] Baroody et al. (2014) mention that level of students plays an instrumental role in determining the effectiveness of a teaching method. Task-driven instruction (TBI) is an advanced methodology as it requires learners not to have the language proficiency only but also the ability to collaborate with others on a certain task. The EFL learners are thus exposed to linguistic and non-linguistic challenges as they have to use a foreign language to collaborate on a task and accomplish it simultaneously. Considering this, the responses of a female teacher befit to the study conducted by [11] as the complexity has to be determined by the level of students. The university students in Pakistani context are not of the similar level as they belong to varied socio-educational backgrounds. Those who come from elite private schools are already trained to interact using English as a foreign language effectively; however, the ones coming from rural areas have been dominantly instructed through grammar translation method which affects their collaborative nature of the task.

Task-based method of language teaching as the results suggest is very helpful in improving language skills. The study reveals that when teachers employ task-based instruction in the classrooms, it exposes them to a comprehensive input of language which [10] proposed to be meaningful in developing foreign language proficiency. According to [12] model of comprehensive input, learners need to be exposed to more input of the foreign language in order to enable them to perform well. The teachers in the present study confirm that TBLT provided more input to foster interaction in EFL classrooms. However, in doing so teachers used several strategies in classroom in the present context of the study. These include a) CLT-driven activities b) role plays and group tasks c) motivational strategies d) collaboration in the tasks e) TBLT. Interaction comes from a range of activities which teachers in the present study believed. Role plays and group tasks play very important role. Students work in peer tasks or in group formations where they perform various activities. But for this to happen, the study findings are compatible with [9] who proposed various teaching strategies for EFL teachers across the world to foster interaction in the classrooms. The teachers in the present study suggested that instructional strategies help to a great in fostering interaction in EFL classrooms. Moreover, the TBLT and collaboration skills if integrated well can enhance students' interaction. Most of the times, the students are shy and unwilling to interact with each other in the given task; in such situation teachers have to rethink the nature and level of the task and how students need to be grouped together. If there is a variety of students with varied level of their performance, they can help and support each other to work effectively.

Besides, the results showed that in order to increase student interaction in classrooms, teachers also suggested the use of internet and technology and learner-centered approach which to some extent they prefer in their own classes while teaching as a foreign language at Shaheed Allah Bux University, Jamshoro. The world is shifting towards digital learning as they commented. Considering this, the language teachers too need to incorporate emerging teaching methodologies into their classrooms. [5] Indicated that technology is an important aspect of language teaching and learning in the present time. Learners have an access to modern gadgets and tools they keep using in their everyday life. Computer-assisted language learning and mobile assisted language learning are two emerging fields of study in foreign language instruction which need to be exploited for the positive outcomes in learning and helping learners to interact. For instance, the students can be engaged in live conservations with some native or non-native speakers in order to improve their speaking skills. Likewise, collaborative tasks in other language skills can also be practiced following the tenets of communicative language teaching strictly.

V. CONCLUSION

The present study has attempted to answer the important questions related to classroom interaction in EFL setting drawing on a mixed method research design. The survey and semi-structured interviews were selected as a data collection tools at Shaheed Allah Bux University, Jamshoro which was previously known as CEAD part of Mehran University of Engineering and Technology, Jamshoro Sindh province of Pakistan. The findings of the questionnaire show that the students

think that Task based method of language teaching offers a motivation to EFL learners to take part in various activities that makes them work collaboratively. This practice improves EFL learners' not only language skills and knowledge but also helps them in learning other necessary skills such as confidence, collaboration, sharing, exchange of knowledge and ideas which all together enable learners to acquire language knowledge more effectively. In TBL method learners find themselves more engaging and active as compared to passive pedagogies which position learners as passive recipients of language. In TBL method, learners of English language think that is very much in their favour; however, it needs to be improved as there are some shortcomings on the teachers' part; for instance, teachers do not use meaningful material in classrooms which hinder learners' understanding and thus unable to develop connection in their learning. Language in a socio-cultural perspective is something that needs to be situated in social setting. This is where a need is felt to be aligned with the present era so as to make learners feel comfortable and more understanding.

The interview findings revealed that teachers preferred to use different teaching methodologies such as grammar translation method, communicative language teaching and task-based method of language teaching. They used various instructional strategies such as TBI-driven activities, role plays, group formation, use of technology and several others. Motivational strategies were also employed by the teachers to motivate the EFL learners to interact in the classroom. Both teachers, however, slightly disagreed in determining level of students suitable for integration of Task based method

of language teaching and learning. Nevertheless, it was unanimously agreed by both that the method played vary important role in helping students to be interactive in the class. Communicative language teaching and Task-based method, according to them, seemed to share some basic principles which they both used in their classes to enable learners to interact.

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