RESEARCH ARTICLE

COMMUNICATIVE LANGUAGE TEACHING AS THE PROCESS OF CONTENT-BASED INSTRUCTION AND TASK-BASED INSTRUCTION IN THE 'ESL' CLASSROOM

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ABSTRACT

The average learner, in any form of development stage that is observed, language is presented and good. Children's language growth is an innovative process that only requires in a rich setting to thrive (Lindfors, 1991). This paper introduces a scheme for systematic method in language learning which covers the classroom innovation teaching to implement through different training items followed by different syllabus and methods at different classroom. It especially stresses the key points in the process of Content-based instruction for Non-native speakers. For the past fifteen years of my teaching, I found many researchers have undergone in the world and focused their research on the theoretical discussion of linguistics rather than the practical application of English language acquisition. I chose to make it a content-based instruction on the process of English language Teaching in the ESL classroom, for which, especially chosen the Speaking and writing Skills.

Key Words: Strategies of Teaching, Task-based instruction, Role play, Content-based classroom.

1. Introduction

Understanding the importance of learning a English language in the colleges, it is teaching as second language compulsorily in Saudi Arabia in general and in Universities in particular. It is also considering as one of the main subjects in intermediates school and college curriculum and even occupied as a medium of teaching in a few colleges / universities. Though it is consider one of the tools of instruction for higher education, in Arts colleges, English language is being taught one of the medium of instruction in addition to the English core subjects. i.e. science, social sciences, commerce, Mechanical Engineering, Electrical Engineering, Computer Engineering etc. are taught through English.

Further, the Arts college English syllabus include the Literature (Prose, Poetry, Drama, Fiction, etc.,…) , Linguistics (English Morphology and Syntax , Applied Linguistics, Phonology, Linguistics-2, Linguistics-3,etc,…) in addition Grammar exercises, Listening and Reading comprehensions, Speech practice and communication and other tasks. The teaching of English as a second language at College level aims on my view is that:

➢ It is intended to develop language abilities of young learners in terms of right understanding and apt for effective communication of English language

> ➢ It is consider to improve fluency in both spoken and written form of expressions, and

> ➢ to develop the learners cognitive ability, appreciation, aesthetic values of human things and beautiful and blissful

1.1   Limitation of the Study

As the researcher said earlier, the current study advocates only the students are studying at King Saud University in Riyadh. Effort has been taken for the teaching methods, teacher's role, and also the learners' performance in the English language classroom, problems encountered, and the remedial measures.

2.   Literature Review

The role of output in SLA has been acknowledged by Swain (1985). Spoken and written output force a learner to focus on language and experiment with linguistic forms. Skehan (1998) has highlighted the importance of tasks in language instruction. The various aspects of task-based instruction have been researched. Prabhu (1987) has proved that communicational tasks make the learners focus on meaning and subconsciously internalize the linguistic forms. Chaudhry (2014) has provided empirical evidence for the role of input and information processing that is done for task performance. Task performance triggers cognitive processes in the mind of a learner that facilitate language processing and ultimately promote SLA. The task triggers cognitive processes that facilitate linguistic processing and eventually SLA. Various versions of this task can be tried by the teachers in their classrooms.

2.1   Theoretical discussion of linguistics

(Krashen, 1984) advocates that learning is a conscious knowledge that results in understanding about language. Adults learners have two cognitive skills of language development abilities in the second languages acquisition, i.e. subconscious language learning ability and conscious language acquisition (Krashen,1988). Conscious language learning…. is assumed to be needful of a great deal by error   rectification and the appearance of explicit rules (Krashen and Seliger, 1975).Conscious learning skill is existing to the performer only as a monitor (Krashen, 1988).English Language teacher should focus on Innovative teaching Techniques that to implement in their classroom. This will help the teacher to acquaint himself with every student in the classroom irrespective of the various cultural and linguistic backgrounds. This is an important to set innovative teaching, giving small assignment, recollect the lecturers at the end of the session, shooting questions on the given lecturer and giving objective type of question. And assign small written assignment to create interest on lesson. This technique   allows students to sense their own intellectual growth and progress, and to feel a series of accomplishments, those who do poorly on early exams or tasks are forced to wake up and apply themselves in future. And a poor performance on any given test or task does not leave a student demoralized because there is always hope for better performance later.

2.2   Acquisition

In the second language learning environment the English language is consider as a means of communication within the community. In this atmosphere, SLA holds a place in natural settings in subconscious way, when the learners engaged in the communicative activities. So, it is often the subconscious process of "picking up" a language through exposure (Madrid, 2001).

The Second Language Acquisition method is similar to the methods of children use in getting the L1. A few main characteristics of theory are the following (Krashen, 1998) It wants meaningful communications during the target language and in natural setting of communication the speakers are believed not with the form of the words but with the meaningful messages they are expressing. Acquirers need not have a conscious awareness of the "*rules*" they own, and may freedom of self-error correct only on the basis of a "*feel*" for grammaticality. The classroom may serve as an "intake" informal environment as well as formal linguistic environment. The classroom is an aesthetic valuable, and in truth generally has value, in the process of language acquisition and in the language learning. The child believes mainly on acquisition but may have formal study, or

holds its important characteristics and it has been significantly more efficient than of informal exposure for increasing second language learning abilities of adults.

2.3   Fluency and Accuracy

While teaching English as second language fluency would be considered to be most important, but when we deal with ESL students, accuracy is also consider important. But many research proof that one can attain accuracy only when the student is fluent in a language. Patton Tabors demands to the educators is to think a language as means puzzle with all of its pieces wanting to come collective for language to really work. This part of the puzzle includes linguistics skills (phonology, vocabulary, grammar, discourse, and pragmatics). (Tabors,1997).For a Second Language Learning student more importance is given on interaction both listening and speaking. Further accuracy of the language will be considered very important.

As Lindfors (1991) states, "By enabling students to match what they hear to what they see and experience, teachers can ensure that students have access to meaning. Experiential, hands on activities make input comprehensible."Fluency is considers the natural flow of words without any friction or pauses and repetition. This natural flow of words and expression can come under the ability of compose and speak meaningful utterances by using suitable vocabulary and grammar skill. Berk *et al.,* (1995). It is stated that language as a critical link between the sociocultural and individual cognitive functioning; he explained the process of acquisition of a language as the prominent significant milestone in children's mental development, reveals another way, language acquisition is in form of the verbal way in which we communicate our understanding of the world (Piaget, 1926, 1983).The Fluent and expressive speech normally depends on the caliber of vocabulary fittingly used, a poor vocabulary will cause lack of fluency.

Accuracy depends on the appropriate use of macro-skills of morphemes, syntax and pronunciation of word .It leads grammar such as subject-verb agreement ,tense formation, clause and phrase, use of transitional words, stress ,intonation patterns rhythm,etc., Fluency can come first only on informal way of teaching in a curriculum because student can be encouraged to speak in English and not to find fault (accuracy) while they beginning to speak, the accuracy can be taught in the latter stage .

3. Methodology

The present work tries to study language skills (Speaking and writing) of the students who are studying in under graduate course in college of Arts , English Department at King Saud University, Riyadh, Saudi Arabia. Due to the globalization, most students have realized the value of English language .Moreover; many Saudis migrate to foreign countries for higher studies and in search of career opportunities which require them to communicate – in English fluently. To meet these requirements everyone wants to master the language skills such as Listening, Speaking, Reading and Writing. Different provinces in Saudi Arabia introduce English for students at intermediate level. Though are given enough opportunities to learn English in High Schools, most of them strive to learn English only to pass their English Exam, and not for effective communication. Most of students understand the importance of English language only when they join in a college. After realizing that college is the terminal point for learning English some of them develop self-interest in learning the language. Now they are very much aware that if they do not learn English perfectly in college, they have to struggle throughout their lives. Realizing its importance, students are eager to learn to communicate in English from their teachers. In this context, motivational strategies play a predominant role in language acquisition. So ,it is the teachers' responsibility to adopt suitable motivational techniques to teach the four language skills. Though these four skills (Listening, Speaking, Reading and Writing) are essential for students, it has been further perceived that most of the students are particularly week at their Written and Spoken Languages.

3.1 A Talk on the topic

In a speaking classroom, administers valuable spoken practice in order to identify the connectors and discourse makers in restated story as in the process of continuous activity in peer group. Every student has plenty of opportunities to exercise the relevant connectors and discourse makers in a significant context. (Hand out of the connectors and discourse makers were given to the students) . As a given story is packed with mystery

and suspense, they leave room for inference. In order to provoke the student's inference skills, they presented with some questions.

In the speaking classroom, the participants prepared an illustration to place on the cover of text book. They analyzed in details to include and exclude in their illustration.

A simple conversation on the topic can float ideas and help to collect the information on the specified topics. A quiz can be conducted to answer to simple questions. It can be another way to do it and these answers can be written on the board.

3.2   Learning Words

In Writing class divide the class in to several groups. The group must consist of three proficient students like extraordinary, average and below-average skills. The teacher can begin by drawing attention of the advanced learners (extraordinary) to several popular advertisements and getting them to recall the slogan or captions endorsing the products. This can be followed by a discussion on why the slogan or captions are effective, catchy and popular. Next the teacher can hand out print copies of an unfamiliar /new product and ask the student to write a new slogan/ captions.

Sample:

A sport car

A vacuum cleaner

A beach side resort

A chocolate bar

Further, keep the key word of topic on the table. Ask the groups to pickup any one of the key word and write down all the words they can think of connected with that topic. When all the groups have made their own word webs the teacher can write and explain one on the board. This gives the class further ideas about what to write.

3.3   Name Game:

When meeting students of a language class for the first time, Teacher ask them to introduce themselves .One way of doing this is to ask a new students in the class to come forward and think of adjectives beginning with the first letter of their names. The students then introduced themselves, prefixing the adjectives beginning with first letter of their names. For Examples A student name is Farhan would introduce himself thus:

"I am friendly Farhan"

The next student introduces the first student and then himself thus:

He is friendly Farhan and I am amazing Ali

3.4   Vocabulary Charts

Firstly, instead of dividing students in different groups or streams it is better to make the class heterogeneous. The teacher can elucidate a natural scenario, photograph, a picture of story, song, or a current news experience to provoke different vocabulary collections. The aim the technique is to give the students as many words and ideas as possible before they start speaking or writing. The teacher must nominate and instructs one member from each group to supply a title for the short story picture or chart. The next person contributes the first sentence, next learner the second sentence and so on. The learners can be encouraged to create unreal, imaginative and funny stories. At the end of the task, the peer groups can be asked for feedback on the Style, Language, Clarity and Effeteness of each work.

3.5   Descriptions

The teacher can describe a talk on a picture, a famous personality in the society, the most influenced person in your life or a natural scenario, at first the teacher shoot questions to group leader to describe the

elicitation .The question must related to the topic/picture later easy questions to the average student in a group, further the below average one. It is the responsible of teacher to make the approach more imaginative prospective, further difficult or critical questions to sense their knowledge.

3.6   Narrating group Stories

Narrating group stories are a good idea since the actual narration can be shared and pronunciation automatically improved. However a good deal of time must be spent on pre-narration activities, so that they have enough language to express themselves on fluency. The teacher should always be around the classroom to watch the pronunciation, guide, help and assist all along the way.

4. Oral assessment criteria

  ➢   fluency (measured by speed and amount of hesitation)

  ➢   message (can be tested in relevance and appropriacy)

  ➢   accuracy (can be evaluated examining grammatical structures and lexical errors)

  ➢   pronunciation (examined use of sounds, intonation and stress)

4.1   Band Scale for Speaking

SL No	Skills	Proficiency	Grade
1	Speaks fluently	Almost no error	5
2	Speaks pretty fluently	A few errors	4
3	Some strain in speaking	more errors	3
4	Problems with speaking	nearly incomprehensible	2
5	Incompetent use of vocabulary	incomprehensible	1

4.2 Band Scale for Writing

SL No	Skills	Proficiency	Grade
1	An extensive range of structures is used with full flexibility and accuracy.	Excellent writer	**5**
2	Possesses fair control of grammar ability and punctuation but still some errors	Good writer	**4**
3	Practiced minimum range of structures and exercised complex sentences .Hence seems to be less accurate than any simple sentences	Modest writer	**3**
4	Tries sentence forms but exist errors in grammar and punctuation that distort the meaning	Marginal writer	**2**
5	cannot use sentence structures	Poor writer	**1**

5.   Problems Encountered (Findings)

The current research findings have a few methodologies followed by students during the process of Content-based instruction and Task-based instruction of teaching the Second Language and the remedies are given to eradicate or at least minimizing the problems of teaching English as a second language in the ESL classroom .At first it seemed to be noisy classroom .Because of students' ignorance in group discussion activities. Gradually, the work became smoother and they started enjoying the activities. Normally students often commit mistakes in three major areas i.e. errors in form, errors in context, and errors in both in form and context. These

mistakes mostly occur due to lack of basic language skills about subject –verb agreement, tense, spellings, punctuation, preposition and articles.

- The researcher found that in the process of task- based instruction of teaching is to improve speaking skill in the English language classroom entitled *"A talk on the topic"*, the students encountered a few strategies of their communication and to conceal linguistic insufficiency. The students were avoided to speak with their facilitator in English and to talk on the given topic due to filter like linguistic inadequacy, anxiety, cultural shock and language shock.
- *Vocabulary* plays a significant role for learning a foreign language and it is one element that chains the four communication skills altogether. (*Speaking, Listening, Reading and Writing)*. For communicating well in English, students should acquire an adequate number of vocabularies and administer them accurately.

  Students are still following the traditional ways of learning and memorizing vocabulary. Practice of memorizing long lists of new vocabularies with the meaning in the first language without any real context lays heavy burden on the learners and spoils their internal motivation of learning
- The *Description*s is a strategy followed by the students. The students start the oral communication on the given topic, but in the middle they discontinue due to difficulty and the anxiety of the linguistic elements in the target language.
- The strategy of narrating Group "*Stories*" proofs that they lose confidence in L2. Resource development strategy is another interesting strategy in which the learners attempt to expand their linguistic elements instead of giving required enough response.

Further, it has been observed that the strategy of "*Learning Words*" and "*Vocabulary Charts*" students have found certain new vocabularies in their oral communication, when they struggle to identify suitable word or absent in their mental lexicon. In certain contexts, the students admit the code switching principle. That is, they use certain L1 words in L2. Guesstimate is another strategy in which the students have exercised the approximate items instead of exact ones.

6.   Remedies

The given remedies will be supportive, and these also would eliminate or at least minimize the problems encountered by the Teachers during the process of Content-based instruction and Task-based instruction of teaching communication skills (Speaking & Writing) for Non-native speakers who learn English as a second language.

- Several types of conversational discourse of L2 may be trained, and the students could be allotted enough time for the improvement of conversational discourse in the ESL classroom. The conversational discourse exercise will eradicate language shock and cultural shock. In Addition, that will enable to progress communicative competence in the classroom of the students.
- During process of vocabulary of English teaching, the grammatical structure and functions of words may be taught. Further, the lexical words could be distinguished and differentiated and also should be focused on the semantic value.

- The students may be given opportunity to interact with teachers and motivated to cooperate with peer groups in second language as they feel at home instead of the college atmosphere. Further, watching and listening sounds of English programs on TV, mobile, radio, and reading English newspapers, magazines, articles, etc, which also helpful to acquire the second language.

7.   Conclusion

This research has therefore resulted in a communication skills content in terms of learning outcomes; making students more aware of what skills, knowledge and competences they can expect to develop through their studies and the research with international students implementing CLT approach was a successful attempt. The findings indicate that the Content and task based instruction in Speaking and Writing approaches aimed to develop the student-centred success culture and a staff centred enabling culture and enhanced the quality of

CLT teaching. The outcome of the research ensured high quality learning experience, graduate attributes, and positive learning outcomes. The tasks specified in the syllabus enhanced the student to reach these outcomes. Further, teachers of English can develop the process of Cognitive Strategies of Teaching English for the second language learners through the process above approach for teaching ESL skills whereby attention is paid to for course planning and organizing, and pronunciation, spelling, grammar and lexical choice.

Acknowledgements

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