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Task Based language learning, Task completion and Backwash in Second Language Education

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ARTICLE INFO	ABSTRACT
	Task-based language teaching has attracted the attention of second language learning, which was proposed and later developed by second language researchers and educators in reaction to already existing other teacher-dominated, form-oriented methods. Since a better understanding of the theories of task-based language teaching is a prerequisite to a better understanding teachers' perceptions and how these perceptions affect their teaching, this paper attempts to deal with the issue of task-based language teaching in the classrooms and second language education.

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INTRODUCTION

Many revolutions took place in the field of language teaching in general and second language teaching and learning in particular. One such revolution is the development of 'Information Communication Technology' (ICT) along with task-based language teaching (Kumar & Vairavan, 2024). This has contributed to the development of many skills, namely, language skills, soft skills, especially, effective communication skills, etc. Only when these newer techniques are used efficiently and appropriately, the success rate, both in terms of developing skills and in terms of competence will leap forward. The task-based language teaching has extended its tentacles to cater to curricular and learners' needs as well (Nyamupanemunda & Deshinta, 2022).

Unlike exercises, normally prescribed for developing skills in the teaching/learning materials, a task is an activity which focuses on meaning rather than the language structure to fulfill a well-defined objective prearranged in the classroom. For a long time, second language teachers have been fascinated by Task-Based language teaching since they were searching for newer methods and techniques to teach, develop language skills and motivate the learners to achieve the desired objectives suggested in the teaching learning process. The term 'Task-based' was coined and later

developed by second language researchers and educators in reaction to other teacher-dominated, form-oriented methods (Long & Norris, 2000). This may be illustrated by second language teaching materials available for use, such as Intensive Courses in Indian languages produced by the Central Institute of Indian Languages, Mysuru, and materials produced by other Institutions as well. In fact, earlier language teaching methods have emphasized more on language structures, keeping in mind the structural syllabus based on the assumptions of Linguistics and Psycholinguistics. Whether it was the Direct method, or Audio-lingual method, or any other methods in vogue in the field, all of them emphasized the use of structure, especially graded structures of a language. If we focus on audio-lingual method of language teaching, the lessons /conversational language lessons insist on learning structures arranged from the point of view of one of the main principles of materials production, namely, progressing from easy to difficult and known to unknown (Aminath et al., 2024 ; Muthusamy & Farashaiyan, 2016).

Task-Based Language Learning (TBLL) or Task-Based Language Teaching (TBLT) (Willis, 2004) is an educational approach that encourages learners to actively engage with materials to attain a specific purpose or complete a task. Similar to everyday tasks, such as preparing food, writing an essay, or talking on the phone, TBLT aims to enhance learners' language skills by assigning tasks that require the use of language to find solutions. In addition, this approach allows learners to work at their own pace, focusing on their individual levels and areas of interest as they process and restructure their language skills. This method departs from a strict developmental sequence, promoting learner freedom and autonomy in the learning process (Willis, 1996). In this approach, the teacher acts more as a helper or facilitator rather than just a traditional instructor. The primary focus of classroom activities is the task itself, with language serving as the tool that students use to complete it. TBLT is essential for developing communicative competence, involving the ability to interpret and engage in appropriate social behaviors using language. Therefore, it requires active participation from learners in producing the target language (Farashaiyan & Muthusamy, 2017).

To illustrate this interpretation of social behavior, let's consider a situation where linguistic behavior changes according to the social relationships between individuals. Mr. X has a 25-year-old son and a son-in-law of the same age. Both have similar educational qualifications and earn equal salaries, indicating that they share almost equal status. However, the relationships require different language use for communication. For instance, Mr. X might have a conversation with his son in Tamil as follows:

Exmple:1

Mr.X : "ḍey ne:ttu ni: e:n late-a: vande:?"

           'Hi (very close with no respect)! Why you were late

        yesterday?

Son: "illeppa: ne:ttu enakku neṟeya ve:lai iruntatu. atuta:n

              late a:ccu."

             'No father, yesterday I had a lot of work. That is why, I

          was late.

The conversation shows a sense of intimacy and closeness. The use of the second person non-honorific pronoun /ni:/ 'you' and the finite verb /vande;/ 'came-you' indicate these features. In contrast, when Mr. X converses with his son-in-law, the salutation changes to reflect a greater level of respect as follows:

Exmple:2

Mr.X : "e:ṅga ma:ppiḷḷe: ne:ttu ni: ṅga e:n late-a: vandi:ṅga:?"

            'Hi son-in-law (very close with full respect)! Why you

           (respect)were late yesterday?

Son: "ille'ṅga ma:ma:. ne:ttu enakku neṟeya ve:lai iruntatu. atuta:n late a:ccu'ṅga."

'No (with respect) Uncle , yesterday I had a lots of work. That is why I was late (respect marker add).

/'ṅga / is a marker to show respect as well as a plurality (Rajaram, 1981). This is invariably added to words that need to be expressed with respect. This clearly shows that social status is important for communication and has a bearing on language components.

2. Teaching learning Process

The teaching-learning process is viewed as a horizontal development from syllabus, teaching materials, teacher, learner, achievement and evaluation. Among these components, the teacher and learner are particularly significant in the context of task-based language learning and teaching. It is suggested that a connection be established between evaluation and the role of the teacher.
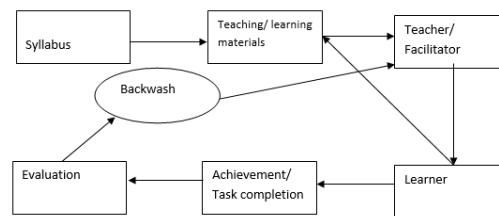

Figure 1: Teaching learning Process

The language tests or exams' scores in either first or second language should not be viewed simply as indicators of the specific language abilities or skills we aim to measure. as such, These scores are affected by a vareity of factors, including the characteristics of the test, the content of the tasks, the learners themselves, and the strategies they employ to complete the tasks. In this setting, task-based language teaching and learning have proven to be beneficial (Hossein Shams Hosseini and Nadaraja Pillai, 2014). However, evaluating the tasks the learners completed is significant. In this line, catering to opportunities for practical language use via group work is expected to augment learners' achievement levels. The evaluation process and its outcomes will also influence the facilitators, a phenomenon often referred to as "backwash."

3. Task

A task entails using language appropriately within a social context, causing to enhance learners' skills. A language task is defined as 'a structured language endeavor which has a specific objective, appropriate content, a particular working procedure, and a range of possible outcomes for those who undertake it' (Breen, 1987). In addition, a task is describe as 'an activity, requiring learners to reach an outcome based on the given information through some process of thought, which allows teachers to control and regulate that process' (Prabhu, 1987). To conclude, a task is a structured instructional plan that requires learners to move towards an objective or outcome using particular working procedures or processes.

In this context, an activity refers to what learners actually perform in responding to the instructions, that is, the behavior that occurs when they perform an assigned task. In second language teaching and learning, task is often viewed as an outcome-oriented instructional segment or as a behavioral framework for research or classroom learning. As a task involves group work, the learners have the opportunity to understand socialization and discover cultural features, both of which are essential for everyday language use (Yule, 1997).

In line with the latest advancements, technology can be used to create and manage self-directed or teacher-assisted task packages. These task packages enable learners to cooperate in groups and advance at their own pace. Furthermore, technology helps facilitate the generation of additional tasks which allows students to complete more assignments. At a more advanced level, learners prepare materials for multimedia packages. Additional strategies and techniques are to be imparted to the

learners when the media changes from print to audio to video to multimedia or an online course using a computer.

3.1. Goals of the Tasks

The goals of a task fall into three main groups:

1. focus on meaning,
2. focus on form, and
3. Focus on the context of communication.

3.2. Focus on Meaning.

In this type, learners receive chunks of lively lessons without any presentation of structures or rules and no encouragement to discover rules for themselves. This is an analytic task in which any understanding of the structure of the language must come from the learner. Grammar is viewed as developing naturally when the learner is ready for a given structure, so no structures should be discussed.

Exmple:3

Mr.X :   iṇṇekku rompa kuḷira: irukkutu.

                 'today it is very cold.'

Ms. Y: jannale mu:ḍava:?

                 'Shall I close the door?'

Mr.X :   ve:ṇḍa:m aṟai heater-e po:du.

                 'No. put on the room heater.'

Mr.X's sentence 'iṇṇekku rompa kuḷira: irukkutu' means that it is cold. Maybe the intention is to do something to avoid it or a precaution not to be affected by it. But Ms.Y thought that he wanted her to close the door. In fact, he intended to put on the room heater. The gap in misunderstanding was due to the meaning expressed in the first sentence. Hence, it is a must that such contextual guessing or understanding of the speaker's intention is not understood clearly, not because of the sentence structure but because of the speaker's intention. Ultimately, we claim that such conversation tasks are to be given to the learners.

3.3. Focus on Form

The second goal is to focus on the form within a communicative, meaningful context by confronting learners with communicative language problems and causing them to take action to solve the problems. The instructor may correct or reformulate the learner's incorrect production or understanding (Farashaiyan et al.,2017). The learner must distinguish between the correct and original contextualized forms and determine the underlying relationships and rules. The learners may, instead of using simple language structures, may like to use language structures appropriate to the context, which may be a complex one, as illustrated below:

Exmple:4

Mr. Z: na:n u:rukkup po:re:n. ena kku ticket ve:ṇum. ticket enge: koḍukkiṟa:nga?

                 'I have to go to my native place. I need   a ticket. Where do they issue   tickets?'

Instead of these three sentences, an advanced level learner working with a task may use / communicate as follows:

Mr. Z: na:n u:rukkup po:kaṇum. iṅge:u ticket koḍukkiṟa kaunḍar enge:

        irukkutu?

'I have to go to my native place. Where is the ticket issuing counter here?

As an advanced learner, he may use complex sentences. But, to be precise, the context requires using the relative participle form 'koḍukkiṟa kaunḍar', meaning counter, which issues a ticket. However, what is needed is a new task of combining meaning and structures.

3.4. Focus on the context of communication.

Typically, language use, including the use of words, structures, etc., is conditioned by the context of communication. Native speakers know intuitively what kinds of words and structures to use in a particular context. However, this feature of intuition has to be imparted through tasks to the second language learners. This feature should be understood by the learners for them to successfully complete the task allotted to them. This will lead to a context-based conversational skill.

- With a doctor

- With a vegetable merchant

- With the priest in the temple

- With a coach in the playground, etc.

Exmple:5

A doctor definitely needs vocabulary such as /no:y/ 'decease', /talai vali/ 'head ache' /kaikaal no:vu/ pain in the hands and legs', /kaLaippu/ ' tiredness', etc. (Nadaraja Pillai, 1989) Further, it requires sentence structures like

enakku -------- valikkutu' 'I have pain in ---------'

enakku -------- ve:ṇnum   ' I need ------ '

itai tinamum reṇḍu ve:ḷai sa:ppiduṅga. 'Take this ---- medicine for twice a day.'

3.5. Types of tasks

Tasks may be classified into performance tasks and competence tasks based on the objectives behind them. The following are some of the tasks listed here; one can add more. Problem-solving, decision-making, opinion exchange, information gap, comprehension-based sharing of personal experiences, attitudes, and feelings, basic cognitive processes, such as comparing or matching, ordering /sorting, narrative, reasoning-gap, question-and-answer structured and semi-structured dialogues, and role-plays and simulations, picture stories, puzzles and games, interviews, discussions, and debates, everyday functions, such as telephone conversations and service encounters. This may be described in other words as:

(1) If listing is the task, it may have brainstorming and fact-finding as subs-kills;

(2) If ordering is the task, it may include sequencing, ranking, categorizing, and classifying as sub-skills;

(3) If comparing is the task, matching, finding similarities and differences are sub-skills;

(4) If problem-solving is the task, analyzing real situations, analyzing hypothetical situations, reasoning, and decision-making will be sub-skills;

(5) If the task is sharing personal experiences, narrating, describing, exploring, and explaining attitudes, opinions, reactions, etc, becomes sub-skills;

(6) If creative tasks, brainstorming, fact-finding, ordering, sorting, comparing, problem-solving, etc., are the sub-skills.

Task types also include practice with communication/conversation strategies, learning strategies, and text-handling strategies. Many task types involve multiple skills and sub-skills, such as reading a passage for comprehension and then doing something with the information that has been read, such

as answering questions, discussing the information, making a decision, solving a problem, and expressing how one feels about a given situation. Language and literature components must be included in tasks so that, along with other skills related to tasks, the learners will have opportunities to deal with the language and literature of the target language.

4. Linguistic load and Complexity

Normally, a vital task factor is linguistic complexity, which may reduce the motivation to complete the task. Other factors include the number of words in a sentence, the amount of redundancy, the degree of use of dependent clauses and other complexity-creating structures, discourse style, sequence complexity, technicality of vocabulary, concreteness or abstractness, sectioning, and other features. Linguistic complexity is not synonymous with 'difficulty' but is an objective property of a system—a measure of the amount of information needed to describe or reconstruct it.

Example: 6

ava eṅga vi:ṭṭukku vandu sa:ppiṭṭu, konjane:ram ello:ruḍanum

pe:sikkiṭṭu, ti: kuḍicciṭṭu ma:laiyila ka:rile: kiḷambi, tanno:ḍa vi:ṭṭukkup po:na:

'She came to our house, ate, taled to all in the house for some time, drank tea, in the evening she started by her car and went home.'

Though the sentence looks long with many words, it actually contains many phrases using the verbal participle form of the verb. It is a frequently used sentence structure, but this will frighten the learners into not completing the task.

6. Cognitive Load and Cognitive Complexity

Cognitive load is another feature of the task. The concept of cognitive load relates to the people's capacity to process information, which may be limited. The more a learner tries to hold in his or her head at a given moment, the more complex the learning is and the more likely there will be a cognitive overload. Another assumption is that some tasks have a higher cognitive load. For instance, integrating information from multiple sources might have a higher cognitive load than following an example. Cognitive load can be increased by competing stimuli in the input or during the task, distracting the learner.

7. Teachers' Roles

Teachers, as facilitators, can take on many different roles with regard to second language tasks. The following task roles may be anticipated for teachers: selector/sequencer of tasks, preparer of learners for the task, pre-task consciousness raiser about form, guide, nurturer, strategy-instructor, and provider of assistance (Skehan, 1998). Cultural and linguistic backgrounds and teaching styles influence the roles teachers feel comfortable with. In our experiments, the selected teachers took the roles of (1) preparer of learners for tasks and (2) provider of assistance. This strategy worked out to be worthwhile for the teachers since they had to spend their energy, skill, and experience on task construction and completion by the learners.

8. Learning Styles

Learning styles affect the choice of strategies for accomplishing tasks. Learning styles also make a difference in individual learners perceiving tasks as tricky. For example, face-to-face communication tasks might be easier for a person with an extroverted learning style than an introverted one. Learners whose learning style is highly analytic, concrete-sequential, and/or closure-oriented might perceive greater ease in accuracy- and form-focused tasks than fluency tasks. In the task activities taken by the authors, task completion was difficult for individual learners (Honeyfield, 1993), requiring more time and multifaceted skills. When the task was converted to group work, it was completed better and took less time.

Example: 7

A Story-building activity using a story outline and a list of active vocabulary. Story of a fox and crane story. The active vocabulary given is as follows:

Crane, fox, feast, jar, and gruel for eating. The fox could not; next time, the fox gave a feast and plate gruel, the crane could not.

The learners are expected to write a story using these words. This may also be given as group work, which helps them discuss the story and its turning points, if any.

9. Task complexity

The following factors may influence general task difficulty: procedures to derive output from the input; input text; output required, such as language items (vocabulary, structures, etc.), skills, or sub-skills; topic knowledge; text-handling or conversation strategies; amount and type of help given; roles of teachers and learners; time allowed; and learner characteristics, such as motivation, confidence, and learning styles. (Breen, 1987). Task complexity increases proportionately with the structure, vocabulary, and semantic extensions (Robinson, 1995).

The sequence suggested here is necessary for task development, implementation, and assessment /evaluation:

1. Needs analysis to identify target tasks
2. Classify into target task types.
3. Derive pedagogic tasks.
4. Sequence to form a task-based syllabus.
5. Implement with appropriate methodology and pedagogy.
6. Assess with task-based, criterion-referenced, performance tests.
7. Evaluate program.

10. Pre-task preparation

The following steps are suggested here for the teacher or the facilitator. The facilitator,

1. Explores the topic with the group and highlights useful words and phrases.
2. Material will be related to the task.
3. Exploring the topic with the group could involve exploiting a picture, watching a video clip, or looking at a text.

The material to be exploited can be used to introduce topic content as a springboard or to highlight convenient words and phrases. The facilitator decides how much language work the learners will need.

a) Material exploitation: using a picture/text, etc., to lead into the topic

b) Brainstorming: making a list, comparing ideas, sharing experiences

c) Activating language: eliciting and providing vocabulary

11. Task preparation

Task preparation with a proposed design is the following crucial step where necessary: rehearsing the task to recycle the language and familiarize learners with the context as much as possible. While the previous stage involved brainstorming words connected with the topic, this stage involved learners discussing their attitudes to it and preparing their arguments for a debate or any other task completion. Learners prepare their input for tasks:

Example: 8

1.   planning a report

2.   practicing role-play

3.   writing a questionnaire to be administered

4.   thinking of issues in a debate

5.   brainstorming necessary language

6.   activating language: eliciting and providing the necessary language

12. Task Realization

By the end of the previous steps, the learners will have fully prepared both ideologically and linguistically for the task. This step will closely mirror the actual task as described by Willis (2004). The success of the task depends mainly on the group completing it, as they perform, display, and record their work. It is important that learners understand the objectives for which they are completing the task or are informed about these objectives beforehand. We suggested the following as the objectives of the tasks:

1.   Exploring experimental knowledge. Identifying assumptions.

2.   Exploring unrecognized complexity in issues

3.   Developing received knowledge

4.   Developing awareness

5.   Increasing the options available

6.   Developing the skills of evaluating materials and procedures

7.   Developing the skills of evaluating the theory

8.   Developing language skills

If the teachers need more objectives to be included in the list, it would concretize the task activity and completion. Objectives related to the following may, for illustration, be added. Examples

1.   Producing a poster

2.   Performing a role-play

3.   Having a debate

4.   Producing a leaflet

5.   Giving a presentation

Figure 2: Poster for conversational Analysis

13. Post task

At this stage, the facilitator may like to check their task for language accuracy, and if they need to supply words, sentence structures, etc., the learners may want to review their task for appropriateness, correctness, error correction in language use, etc. In this stage of the experiment the authors undertook, the errors they had committed were corrected, and explanations as to why they had committed and what type of remedial activities they should take, etc., were explained to the learners. This has given them the confidence to take the task willfully and consciously and complete it with ease.

14. Feedback and evaluation

We conducted a feedback session to discuss the task's success and consider suggestions for improving it. Participants expressed their wish to discuss such issues as working together, performing in a group, reactions to the topic, the amount of language input, things they enjoyed doing, things they didn't enjoy, and so on (Baker, 1991). Finally, the task evaluation provided helpful information for facilitators when planning further tasks.

Evaluation is vital in the teaching-learning process. Technology has now taken a major role in measurement (Popham et al., 1985). The effect of general achievement and task evaluation on the facilitator is called 'backwash'. It normally helps teachers or facilitators modify their methods, techniques, etc., thereby improving the skills of the learners.

15. Task completion and Backwash

As discussed earlier, the task based language learning is "a process that requires opportunities for learners to participate in communication, where making meaning is primary. Task is a tool for engaging learning in meaning-making and thereby for creating the conditions for language acquisition" (Ellis, 2003, p. 319). This may be summarized as follows:

1.   Language learning, even in a classroom setting, develops independently.
2.   Learners acquire language according to their inbuilt internal syllabus, regardless of the order in which they are exposed to particular structures and regardless of mother tongue influences.
3.   Teaching does not and cannot determine how the learner's language will develop.
4.   Learners do not necessarily learn what teachers teach.
5.   Learners do not first acquire language as a structural system and then learn how to use it in communication; instead, they discover the system itself in learning how to communicate.
6.   Motivation is one of the key issues in language learning, and language teachers need skills to motivate learners.
7.   Collaboration is more effective than competition as a means of promoting effective learning.
8.   Learners learn more in groups than individually since cooperative social interaction produces new, elaborate, advanced psychological processes that are unavailable to the organism working in isolation of instruction.

Task-based instruction often depends on interaction since that only makes the learners communicate and understand the intricacies of language use. Interaction is a fundamental element of the task-based, student-centered approach since development is not only a matter of the taking in and possessing of knowledge but of negotiation of meaning that occurs between teachers, students, materials, and tasks, and this alone determines what learning is through interaction. From this perspective, learning new linguistic forms and meanings arises out of the socio-linguistic events that learners engage in while performing a task, and tasks become tools for constructing collaborative acts.

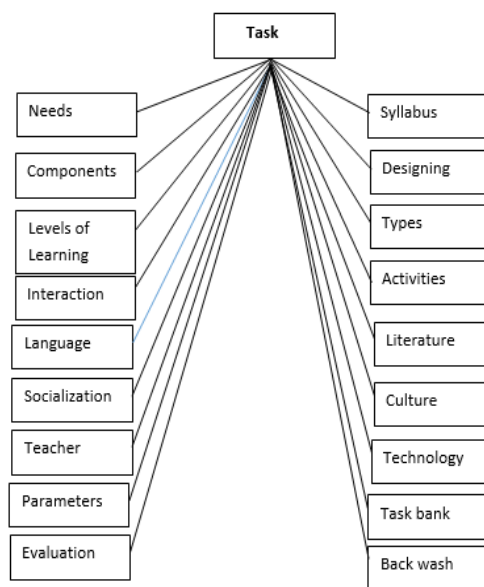The discussion made so far may be represented diagrammatically as below:

Diagram-2 Task and its features

TBLT or TBLL is an approach that allows the learners to work somewhat at their own pace and within their own level and area of interest to process and restructure their language. It gives the learners all freedom and autonomy so that they can work together as a group and develop their language skills. The teacher, as a facilitator, works towards the completion of the task allotted to the learners. The primary focus of classroom activity is the task, and language is the instrument that the students use to complete it. Task-based learning will help develop communicative competence, which requires the learner's active involvement in the production of the target language. Once a task is completed, its evaluation starts.

6. Backwash

Backwash is an important concept often referred to as measurement-driven instruction or test impact (Palmer, 1996; Baker, 1991). It is commonly used in applied linguistics to describe how testing affects the teaching and learning process. This concept also extends to task-based learning.

Backwash connects the effects of evaluation to the facilitator, providing them with insights on how to tailor their teaching to prepare students for exams. It highlights specific areas of classroom practice that can be enhanced. Similarly, the concept applies to tasks as well which emphasizes the critical role that teachers play in determining the types and intensity of tasks to be created. Thus, teachers become key agents in promoting a positive approach to task-based learning.

17. Evaluation of the Tasks

After completing a given task, it is vital to assess it systematically to examine its impact for further development. Different steps are suggested in another module. As such, we present a framework that uses tasks as the starting point for analyzing their purpose. This framework demonstrates how the purpose or objective of a task can be systematically linked to its design and execution. The link between the two is based on the following five considerations: Task objectives:

1. Task construct definition and design
2. Pre-task performance summary and reporting
3. Task presentation
4. Task evaluation

The task assessment considers task purposes in the design and validation of tasks. The task becomes efficient once these are appropriate to the learners' age group and knowledge level. Alongside evaluating the tasks, it is crucial to consider the specific context in which the language will be used, including the relevant vocabulary and structures. This indicates that a task should require learners to complete it within contextual constraints pertinent to its execution. In addition to the assumed benefits of tasks and motivation, methodologies or steps for conducting a task, and the development of communicative competency, task-based or learner-centered instructions must undergo a thorough assessment. This ensures that any essential information reaches the students in a condensed form, enabling them to approach future task completion carefully.

This task evaluation tries to discover the differences between the means of completing the task and the teaching mode. Teachers may engage in both overt and covert evaluation procedures. They may help the learners complete the task by evaluating their progress. In such cases, an explicit evaluation is performed. However, a covert evaluation can be defined as the often unconscious adoption of testing procedures in activities that would be normally classified as teaching/learning activities.

Teachers' attitudes in supervision and assessment are inextricably linked at many positive and negative levels. What makes teacher supervision and assessment so challenging is that teachers typically react defensively and hostile toward both of these activities. These adversarial attitudes may stem from traditional supervisor-supervisee relationships and the unsystematic and subjective nature of traditional classroom visits. However, Teacher supervision and assessment should be viewed as an important part of task-based learning and teaching.

18. Task completion model

A model task is given for linguistic competence once, and steps are discussed to the effect of backwash. Normally, a distinction is made between developing skills and developing linguistic competence. Linguistic competence refers to not only the learners' knowledge of grammar and vocabulary but also their ability to use these elements in communicating in second-language situations. Hence, here, the term is used more pragmatically.

19. Model Task: Contrasting approach

This task helps the learners increase their awareness and knowledge of approaches to developing their linguistic competence. It encourages them to consider the principles underlying different approaches and experiment with alternative approaches (Long and Crookes, 1992). The following two examples describe different ways in which learners may focus their attention on a new language and be encouraged to use it.

19.1. Approach 1

The following are the three stages discussed here.

> a)   The teacher draws attention to the meaning and form of one sentence, which provides a model of a particular structure. The students repeat the sentence while the teacher checks that they are repeating that correctly. Further, examples of the same sentence or structure can be elicited.

Example:9

> enakku pasikkutu, atana:la co:ṟum ko:zikkaṟiyum ve:ṇum.

> 'I am hungry. So I need rice and chicken gravy.'

> b)   Group activity: The learners use the sentences to describe or narrate an incident or a story. In the experiment, they were given visual clues to control the context of their use. The result was excellent. The learners, with an intensive group discussion, prepared a near-perfect story. That was a success story in task-based learning.
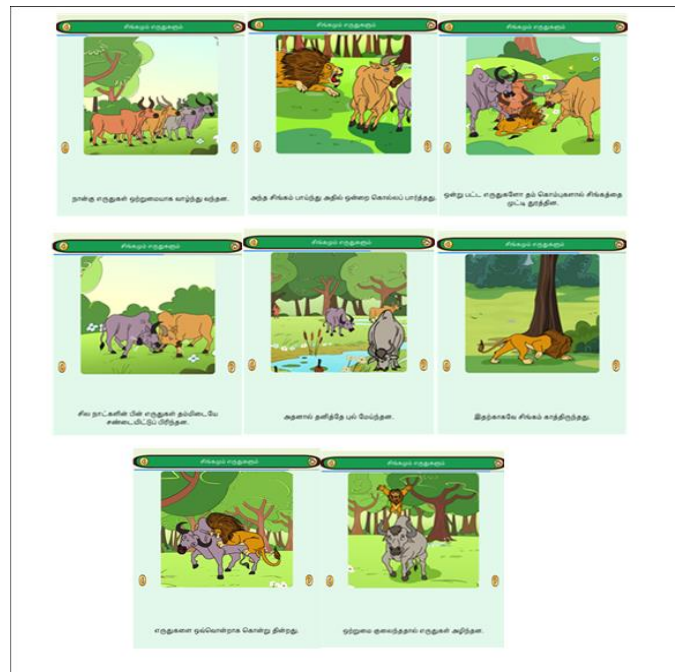
> c)   Example: 10

Figure 4: Oxen and a lion story

The students, in groups, engage in a written activity designed to allow them to use the structure taught. The focus is not on the structure but on its usage. This might be a role play, a discussion, describing pictures, or telling a story.

19.2. Approach 2

The teacher organizes an activity in which some students can access specific information that needs to be communicated to those who do not possess it. For instance, Learner A has a sequence of pictures that tell a story, while Learner B has the same images but in a scrambled order. Learner B must arrange the pictures correctly by listening to Learner A and asking relevant questions. At some point during or after the activity, the teacher provides guidance or cues to address the learners' language needs, offering vocabulary or structures that are necessary to complete the task.

20. Backwash activity

Once the task is completed and evaluated, ask questions and try to find the answer. If the answers are negative, how will you improve or improvise the activity? Is this the major task before the teacher? This activity or task is for the teacher/ facilitator.

1. Which of the approaches seems better for your students?

2. Do your learners prefer the approaches to focus on the second language?

3. What are the assumptions underlying the nature of language and the nature of language learning in each of the approaches?

4. To what extent are these approaches compatible?

5. Are these approaches suitable for demonstration?

6. How can these be used to utilize specific structures taught best?

7. If there are errors in the vocabulary and structure, how will you correct them, and how will you change your technique?

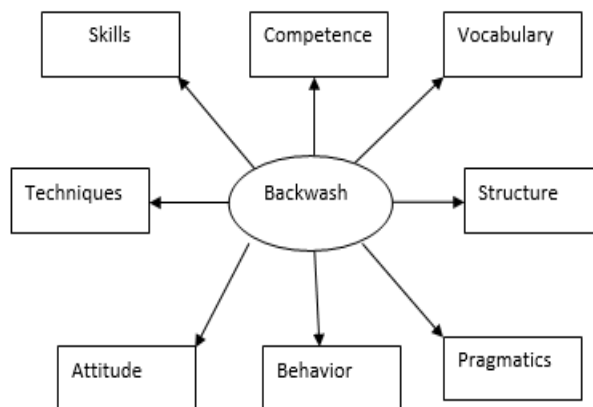8. Will you give remedial lessons for teaching the structure and vocabulary?

Diagram-3 Backwash and its impact

21. CONCLUSION

Task-based language teaching (TBLT) is a modern educational approach that encourages learners to actively engage with language as they complete specific tasks to reach their learning objectives. This method aims to improve language skills by presenting a task requiring participants to use language to solve it.

Research shows that learners perform better with tasks than with traditional exercises focusing solely on language practice. A critical aspect of TBLT is backwash, which refers to the impact of assessment and tasks on teaching and learning outcomes. Several activities can be implemented to augment the effects of backwash, such as (1) enhancing the teacher's role, (2) ensuring successful task completion, (3) identifying the factors influencing task completion, (4) preparing tasks with careful attention to their features, as illustrated in the provided diagram; and (5) reflecting on the overall teaching and learning processes.

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