

Incorporating Task-based Language Teaching as an Effective Methodology of Teaching English in the Indian Classroom

ANJAN DASGUPTA

Abstract. In this paper I would like to consider how Task Based language teaching can be effectively incorporated for teaching English as a second language. Ever since David Wilkins, the British linguist distinguished between what he labelled as ‘synthetic approaches’ to second language teaching pedagogy and curriculum design and ‘analytical’ approaches, there have been a great amount of debates on the efficacy and methodology of both. Interestingly in India, the dominant methodology still continues to be a synthetic one where as the demand of the present times is a more analytic one where the student is to be offered a more broken down, need based and in some ways tailor based designs or courses as opposed to text based courses we could be into task based courses. Nunan has summed up the basic postulates of Task Based language teaching. Ellis defines task as a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. Based on these definition and postulates I would like to demonstrate how TBLT can effectively become an effective methodology of teaching a second language specifically English. I feel that the course designed for and that of engineering under graduate can both be catered to by different task based courses. I am not advocating total erasure of text based courses however. Learners in the classroom must be engaged in comprehending, producing, reproducing or interacting in the target language and at the same time the emphasis on the basic syntax and grammatical knowledge would be kept in mind. Emphasis on the basic idiom and phraseology of the language is also imperative. However, as Willis and Willis point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes – the forms are not specified in advance. I will try to raise a case to fit TBLT in the framework of Indian pedagogy and also for prospective learners who seek to communicate in a second language naturally the focus will be on English.

Keywords : Task-based language teaching; teaching pedagogy; curriculum design; analytical approaches.

In this paper I would like to consider how Task-based language teaching

Received : 2nd June, 2023; Accepted : 18th June, 2023

can be effectively incorporated for teaching English as a second language in the Indian scenario. Interestingly in India, the dominant methodology still continues to be a synthetic one where as the demand of the present times is a more analytic one where the student is to be offered a more broken down, need based and in some ways tailor based designs or courses as opposed to text based pedagogic courses we could be into task based courses. In this paper I would first like to discuss the basic trends of teaching of the second language in our country today. In the second part I would like to sum up the basic postulates of Task-based Language Teaching and in the third part try to demonstrate the research already done and how it can be effectively applied in the Indian scenario providing some models of the same. I would like to demonstrate a sample of a typical course which I had given while teaching in an engineering college.

Basic Trends of Teaching Second Language in India

A few methodologies used in India over the years are :

- Grammar - Translation Method
- The Direct Method .
- The Audio-Lingual Method .
- The Bilingual Method
- Dr. Michael West's The New Method .
- The Structural Approach .
- The Structural-Oral-Situational Approach .
- The Communicative Approach .
- Functional Communicative Approach

Each of these methodologies has its advantages as also the shortcomings but the need of the hour is to replace these with a more effective methodology as in Task-based Language Teaching.

Basic Features of Task-based Language Teaching

Task-based language teaching (TBLT) has evolved into an approach to language teaching research and practice which uses task as a unit of analysis for research and practice in communicative language teaching. Dewey and others (Long, 2015; Samuda & Bygate, 2008) have placed it within the corpus of experiential 'learning by doing' methodology of language teaching. As such, TBLT can be seen as an extension of a so-called 'strong' version of Communicative Language Teaching (CLT) where communication is seen as the major driving force in language learning

(Howatt, 1984). Ellis tries to distinguish between task-based and task-supported language teaching (TSLT), in that TBLT uses task as the only unit of analysis for syllabus design, while TSLT uses task plus another unit, such as linguistic forms, functions, skills, lexis or concepts. TBLT represents a development from CLT in its principled and systematic incorporation of a focus on formal properties of the language, on one hand, and a return to CLT's conceptual foundations in its ability 'to bring together content, methodology and experience', on the other (Samuda & Bygate, 2008, 57).

Before going into the efficacy of TBLT in the Indian curriculum it is important to see how its proponents have used TBLT in curriculum and consider some of its definitions and classifications. The term *task* has in its gamut varied interactions which constitute the basis of language acquisition. A whole range of contrasting definitions of *task* have been proposed as also different research methodologies of task-based learning. It is significant to discuss a few of these definitions. Long (2015, 156; cf. also Long & Crookes, 1992) emphasizes upon the 'non-technical every day, real world' as a reference frame for any meaningful activity engaged in the classroom or workplace and completely separates this from pedagogic tasks, as a crucial element for needs analysis. Based on some discussions, analysis and relevant discourse and definitions by Skehan (1998, 95), Ellis (2003, 9-10) and Samuda and Bygate (2008, 69) and other postulates I have tried to sum up a few features of the execution of a task.

David Wilkins, the British linguist distinguished between what he labelled as 'synthetic approaches' to second language teaching pedagogy and curriculum design and 'analytical' approaches. Ever since there have been a great amount of debates on the efficacy and methodology of both.

Principles and foundations of task based language teaching

David Nunan (2004, 35-38) provides seven basic tenets regarding the ordering or delivery of sequence of tasks.

– Scaffolding

The facilitator should provide a scaffold or a framework or some materials which will allow the learners to start the acquisition process. At the earliest level, they will naturally be unable to churn out language forms of their own and it is the The teacher can decide upon when the learners can do these by themselves. Lack of proper timing will jeopardize the entire process.

– Task dependency

The learners would in this stage be more passive and gradually this will give way to a more positive and active participation in the tasks. To put things more simply, one task embedded in a lesson, would pave the way for more tasks, newer tasks would be based on the older ones.

– Recycling

It is not possible for the learners to master the entire thing taught at one go but they can only do that over some time in which they can hone and nurture these by repetitive exercises and only then can they master it.

Nunan calls this recycling which gives the learners scope to recollect their previous learnings and allows them chances to do particular language items after some intervals.

– Active Learning

It is a tried truism that a learner learns best when allowed to participate actively in what is being taught. So the term teacher is fast being replaced by facilitator. and TBLT is a lot about active participation. Nunan labels this experiential learning where the tasks provide them the experience of doing it. The learners should be allowed to participate in various opportunities to engage themselves and have a lot of practice. This kind of practice removes their inhibitions and they will be doing the work rather than the teachers unlike traditional classrooms.

– Integration

But mere participation and activities does not suffice .A learner must imbibe and inculcate it so that the learner can apply it for practical communicative purposes. Precisely, they should be provided with key factors regarding how to integrate their items of language and how to operate them.

– Reproduction to Creation

Usually, the learners learn and produce what they are given as models and ability to reproduce these might be considered as success. the process should not ideally end here in mere reproduction of what they have been taught. It should be the onus of teachers to let them use these in a flexible manner with original reproductions .

– Reflection

The learners should not stop producing linguistic forms on their own but they have to go forward to assess their learning process. They should reflect how they have done it and they should be given opportunity to assess their learning by feedback questions.

The chief concern for TBLT lies in identifying and defining what are real world tasks and pedagogical tasks. Everyday life events and situations are known as real world tasks. Few examples are: collecting new information, writing an article, interviewing and booking a ticket. I call these 'Simple Situational Sentences'. I would like to quote briefly from Nunan and Krashen and take forward my proposition to its desired goal,

In order to make the learners involve in learning situations it is required to change the real world tasks into pedagogical tasks. They are arranged in a sequence or series from practice to final active one. David Nunan (12) says, a. 'Rehearsal rationale' is a pedagogical task b). 'Pedagogical task is 'activation rationale' Krashen describes, "The task-based language teaching aims at communicative involvement in pedagogical tasks and second language acquisition. Language acquisition is a sub conscious process in which the conscious teaching of grammar is unnecessary... language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (Krashen and Terrell 1983:55).

According to David Nunan, framework (2004, 22) of enabling skills are divided into two kinds :

– Language exercises

– Communicative activities (Kumaravadivelu, 1991, 1993) Language exercises have many shapes and forms. They focus on lexical, phonological or grammatical systems. David Nunan lists the language exercises both lexical and grammatical forms.

Ellis defines task as a work plan that requires learners to process language pragmatically in order to arrive at a result. One can test this by trying to gauge if the proper and effective desired content has been delivered.

Based on these definition and propositions, I would like to demonstrate how TBLT can emerge as an effective methodology of

teaching a second language specifically English in the Indian scenario. I strongly feel that the course designed for teaching English to a student aspiring to be a graduate in engineering and a student who has taken up Economics as a specialised subject cannot be akin but both can be catered to by different task based courses. I am not advocating total erasure of text based courses however. Learners in the classroom must be engaged in comprehending, producing, reproducing or interacting in the target language and at the same time the emphasis on the basic syntax and grammatical knowledge would be kept in mind. Emphasis on the basic idiom, structure and phraseology of the language is also imperative. However, as Willis and Willis point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes – the forms are not specified in advance. I will try to raise a case to fit TBLT in the framework of Indian pedagogy and also for prospective learners who seek to communicate in a second language naturally the focus will be on English.

A task as a workplan

Breen (1989, 188) classifies ‘the ‘task-as-workplan’. He tries to state that a task that the learner is supposed to execute would encompass both input and instructions. So a prospective learner might start from the ‘task-in-process,’ which focuses on the actual activities that the learner engages in carrying out the task. It comprises a ‘complex interaction... of the original task, learner work, situation and learner perceptions’ (ibid.). This first aspect pertains more to the designer’s or teacher’s domain, but both perspectives are important in research and pedagogy.

A task involves a primary focus on meaning

Generally this means that the task requires communication to solve a problem or resolve some kind of gap in communication (Ellis, 2003).

A task involves language use which reflects that is used in the real world

Real-world language use in pedagogic tasks needs to be constructed as per need based situations and should incorporate real tasks performed in workplaces, and daily life, making use of the second language, say English for specific purposes (Long, 2015).

The practice

Second Language Acquisition (SLA) theory and research involving tasks is a very ingenuous domain which tries to bring forth incisive tools that can enhance, facilitate and expedite the process of second language acquisition. This can emanate from a whole range of perspectives, the cognitive processing perspective being one. This attributes utmost stress on 'interaction.' This is an inseparable ingredient of 'tailor-made' input that would enhance the learner's capacity to broaden his language acquisition skills within the language system, or 'interlanguage.' Keith Johnson (73) identifies four stages or strategies to teach second language effectively. These are:

- Stating the objectives: The teacher must state the objectives to the students, to put across what operations the students are going to learn.
- Contextualisation: This is the process by which the meaning of a language item is made clear.
- Practice: After the material is presented it needs to be followed by extensive drilling
- Transfer: Ultimately the teacher needs to take notice that the task transfers the topics to the students who have acquired the target skills at the end of the task.

The thrust on tasks and the 'dynamic qualities of target discourse' (Long, 2015, 239) are instrumental in the effective culmination of tasks. This relies upon the notion or idea that the most effective way to develop a learner's interlanguage, more so when we look at the formal aspects of the second language. This can be brought about by through a mechanism of effective feedback during task-based interaction so that the learner can make use of it in practicality; which of course is the target of any language teaching methodology for that matter.

Two very important aspects need to be considered. The two trending aspects that have been discussed here represent very different approaches to theory and research in TBLT – one provides inputs into aspects of language processing which is potentially relevant to all learners whereas the other provides 'a microanalytical perspective on the influence of context and learner agency' (Samuda & Bygate, 2008). While this distinction is important for comprehending SLA processes, an understanding of both perspectives is very significant to classroom pedagogy, and thus findings from research from both perspectives are

equally relevant to language teachers. The lesson planning is very important and many theorists like Thomas Farrell have formulated certain postulates regarding the plans which I will discuss little later but now I will run through a few significant issues and implication of the pedagogical process.

Pedagogical implications

There are different manifestations and proposals for task-based syllabuses in the communicative structure, which either use tasks alone, or tasks plus another unit of analysis. As far as pedagogy is considered, "unit of analysis" is defined by Long and Crookes (1992) as 'some unit around which to organise lessons and teaching materials' (30).

English language course books, for example commonly use sentence-level grammar as their unit of analysis, giving scant regard to research findings and transmuting the same into stages of acquisition or related cognitive processing. Apart from starting with a goal for the course, based on some form of needs analysis (Long, 2015), course designers need to decide on criteria for classifying, designing, sequencing and implementing tasks to maximise the learning potential of their classes, as well as to consider how best to incorporate a focus on form in the syllabus (Ellis, 2003).

Before focusing on the Indian context I would like to posit what Farrell has to suggest regarding planning a very significant essay entitled "Lesson Planning" Farrell puts forward a very basic question, "Why Plan?" as the first criterion of a proper planning and follows it up with Models of Lesson Planning and how to plan a lesson.

A daily lesson plan can be of great use to a teacher as he can plan his content, materials and timings among other things. It is a sort of a route map for the teacher and a sort of a record of what is to be taught and what has been taught. In the case the teacher needs to be substituted the plan can always be handy. Intelligent use of audio visual aids are very helpful.

Models of Lesson Planning

Way back in 1948, Tyler had provided a rational-linear framework. Tyler's model has four steps that run sequentially:

- * Specify objectives
- * Select learning Activities

- * Organise Learning Activities
- * Specify methods of evaluation.

Based on these postulates Yinger(1980) introduced an alternative model in which the planning takes place in stages:

- * Problem conception
- * Problem Formulation and Solution achieved.
- * Implementing the Plan and Evaluation

But it needs mention that a plan may be altered as and when needed as Bailey(1998) cited after a thorough study of six experienced teachers of English Language. The reasons are enumerated below:

- * To serve the common good of students.
- * Teach to the moment”A teacher might need to improvise for a timely need.
- * “Further the lesson.”a teacher might make a procedural change during the lesson as a means to promote the progress of the lesson
- * To accommodate the learning styles of students.
- * To enhance the ability of students.
- * “Distribute the wealth.”The teachers would make the students participate more; specially the weaker students are encouraged to speak up and participate more.

Possible Approaches to task classification in Teaching English in India

Richards (1998) suggests, "the success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the lesson was planned" (103) So the importance of the tasks lie in their effectiveness. Tasks have been classified in various ways, according to: the types of tasks present in course books (e.g., listing, comparing, problem solving); genres (recipes; medical consultations); types of cognitive processes required (information gap, opinion gap); and according to hypothesised potential for language learning. (Ellis, 2003).

Keeping in tune with task classifications, the designer must account for the task input, implement conditions, processes and outcomes to be afforded by a particular task (Ellis, 2003). The input might be oral, written or pictorial; implementation conditions relate to the types of interaction built into the task, as well as decisions related to task difficulty, such as the use of planning time or the level of familiarity of the task.

Willis and Willis (2007) provide accounts of attempts by real teachers to implement TBLT in their classrooms, providing insights into limitations experienced by teachers in various contexts around the world. TBLT is very fast being accepted by most institutions around the world as the most effective tool of second language teaching. A whole gamut of research programs have been instrumental in changing the outlook towards the teaching of English specifically in the Indian context as a novel methodology or policy. It is now in vogue with relevant for the publishers to publish at least a few papers with TBLT. As per David Nunan's observation, "A recent study on the impact of the emergence of English as a global language on policies and practices in the Asia-Pacific region, in seven countries, shows that task-based teaching is the central principle in their English language curricula" (David Nunan 2004,13). The Hon-Kong Ministry of Education finds:

The task-based approach (upon which the curriculum is built) aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes.

This kind of teaching helps teachers to maximize opportunities for learners to put their limited language to genuine use of creating a more effective learning environment. It is the need of the hour to incorporate these in the Indian Curriculum I will try to use the premise of N.S.Prabhu to arrive at my point. The tasks vary in their methods and level of complexity and its nature N.S.Prabhu (1987,27) classifies them into four categories of classroom activities which are given below:

– **Rule-focused activity**

Here the learners engage in doing the tasks based on the rules of grammar or language. They really need to put to practical use what they have been taught. This activity requires a basic comprehension. It is very evident that sweeping rules are not very handy for learners.

– **Form- focused Activity**

Learners are involved with repetition of given language forms and from them they arrive at new forms to be applied. This kind of practice is very

valuable in their learning as it involves and nurtures subconscious familiarity with the basic structure of the language and instills in them a degree of freedom and experience in all the four skills of listening, speaking, reading and writing.

– Meaningful activity

Here the focus is mainly on meaning. The learners repeat, manipulate or work upon structures of the new language paying attention both to forms and the meanings of the related context. Not only does it aid to master the structure but also to have subtler grip on their contexts or understanding the meanings of contexts.

– Meaning- focused activity

The learners are involved and fully occupied to have more comprehension and understanding., Main focus is not given to language forms or it is not intentional but rather the forms are helpful to express and organize meaning. Meaning focused activity is divided into three types according to N.S.Prabhu (1987, 46-47). They are ‘Information – gap activity, Reasoning-gap activity and Opinion-gap activity’.

In Information gap activity the learners endeavour to transfer information from one form to another and from one person to another. On the whole it is passing on information or communication of information through encoding or decoding. It also involves transfer of oral information to the written form or from written form to oral form.

Jack. C. Richards tries to address the grammar gap in Task work (1999) He suggests that grammar learning can be addressed at several during the task performance, prior to task performance and even after the task. I will try to provide below possible ways of introducing or carrying forward a grammatical item :

- Give rule
- Give de contextualised example
- Give contextualised example
- Set up context and introduce new item
- Help learners clarify concept
- Guide learners to notice and understand aspects of form
- Follow up with examples and contexts

Policy and practice of Task-based Teaching

Many institutions around the world have approved task based language teaching as the cornerstone of language teaching. This task based language teaching has emerged as an innovative method or policy leading to cause forms as a base for many research programs. The new fashion for the publishers is to publish at least a few papers with TBLT. Ellis has distinguished in this context between task, post task and a pre task.

Pre-task and task

As per the general pattern or structure of task based language teaching it consists of tasks called Pre task and task. Pre task does not refer to the preparation of the topic or teaching the concepts at the beginning as some interpret. Among the two, one of them is to be attempted publically as a teacher-guided whole class activity and the other to be attempted by learners independently. Prabhu N.S. (1987) in his research on the "Secondary Language Pedagogy" examined a small number of classes in primary and secondary schools in Southern India, over periods of time varying between one and three years. His teaching was executed and also modified partially by a group of interested teacher trainers and teachers of English as a part-time activity, he noted. There were three ways his teaching was made use of. First, they tried to develop this in the course of sustained teaching in actual classrooms.

Secondly, the teaching was a means of developing a clearer perception. Madhavi, Kesari (2013) has done a research on paraphrasing techniques to develop academic writing in an ESL Context - An Experimental Study. It is denoted in her study that paraphrasing involves changing a text so that it is quite dissimilar to the source yet retains all the meaning.

Munawar Iqbal Ahmed and Syed Razzi ul Husssnain (2013) have critically done a study on "Is Task-based Language Teaching 'The Answer'?" They in turn made an attempt to try Mahan Attar and Chopra S.S. have together done a research on "Task- Based Language Teaching in India" (2010) and it is described as "the aim of a task-based class is stimulating language use, activating whatever language the students have, and providing learning opportunities for students. structure. This kind of teaching helps teachers to maximize opportunities for learners to put their limited language to genuine use of creating a more effective learning environment".

Viswanathan M.R (2013) has done a research study on “Overcoming situational constraints in communicative language teaching” and explored that instead of being a faithful to all the principles of ELT, one may bring in changes in tune with the prevailing needs and in conformity with local conditions. He prescribed some changes like ‘introducing code-switching as learners feel comfortable using a language they grew up with and to which they most relate emotionally and psychologically.

To sum up these principles we can briefly look at the goals both communicative and academic that TBLT can achieve.

Goals

- * Develop [personal Communicative Skills
- * Listen to conversation.
- * Listen to announcements in Public places
- * Receive Information
- * Listen to radio/T.V etc Academic learning Skills
- * Present a class report.
- * Listen to lecture
- * Listen to a movie
- * Listen to and participate in classroom discussion.
- * Able to read/ write/ discuss and study for taking an exam/take notes in the class.

Execution

During my experience as a teacher at an engineering college I effectively used TBLT in the classroom as an effective method of Communicative English. I had designed the curriculum into 36 or 48 equal divisions and students were taught in a graded manner, focusing on structures, handling situations, (giving them fixed situations) and engaging them with games and also focusing on pronunciation partially. The programme was hugely successful. I must state here that I did give some emphasis on phonetics/ pronunciation though TBLT does not give much stress on it. The important aspect is not the strict adherence to a methodology but its outcome.

I am supplying here a sample of such a course which was basically intended to give engineering undergraduates a pre placement training. I

am providing here the plan for the first 3 classes and the last 2 classes and an overview of the entire course.

Class 1

- * Introduction to the Course
- * Introduce Yourself.
- * Relate to pictures. (see some pictures and comment)
- * Watch and Listen to video clips. (Basic sentences, utterances collected from different sources)

Class 2

- * Simple Situational Sentences(With Acquaintances; Situations given)
- * Introduce vowel sounds(without the phonetic alphabet ofcourse)
- * Discuss a few phrasal Verbs with them and ask them to learn these.#
- * Relate to pictures.(see some pictures and comment)
- * Discuss Some basic English Structures
- * In the third class they were asked to speak Simple Situational Sentences(With Strangers, Situations were given.

#A list of phrasal verbs were given, around 10 at a time and the students were asked to learn these. So without being ornamental, their command over the language enhanced significantly.

N.B: I had devised 60 basic English structures which were discussed in units of 5 in each class.

Class 35

- * Evaluation on Conversation Skills
- * Listen and Respond(they were made to listen to audio clips and then respond)
- * Assessment on English Structures

Class 36

- * Overview of course

Feedback is taken from the instructor and from the learners. Thus to learn the essential features of the second language, English for example and for specific purposes is the order of the day. Tailor made courses, designed to achieve an end can only be managed through tasks. In TBLT, the learning processes are reevaluated. The linguists began to believe that if the target language learners develop the ability to use the language in different situations which would naturally help them in task completion. The ways evaluate the procedures is whether they are related to the usage of skills or enabling the skills. By adapting the execution of the tasks learners will master all phonological, lexical, semantic and grammatical forms and translating these into practical usage, making use of all relevant skills for interactive communication. To conclude. I would

like to go back to Farrell, he begins his essay ‘Lesson Planning’ by quoting from Alice’s Adventures In Wonder Land, “Would you tell me please, which way I ought to go from here?” asked Alice That depends good deal on where you want to get to” said the Cheshire Cat. (Lewis Carroll, 1963, 59). True enough, it is essential to assert that the teacher should be knowing where to venture and the student also should be aware of the outcome from the very beginning, TBLT surely allows that and is the only effective methodology in our times to teach a second language.

Anjan Dasgupta

Assistant Professor and Head

Department of English

Bejoy Narayan Mahavidyalaya, Hooghly, West Bengal

Works Cited

- Breen, M. Learner contributions to task design. In. C. Candlin and D. Murphy (eds.) *Language Learning tasks*. Englewood Cliffs NJ : Prentice-Hall. Print. 1987.
- Bygate, M., P. Skehan and M. Swain (eds.) *Research in Pedagogic Tasks: second language learning, teaching and testing*. London: Longman. 2001. Print.
- Bygate, M, & Samuda, V. (2008). *Tasks in Second Language Learning*. New York, NY : Palgrave Macmillan.
- Carroll Lewis (1963). *Alice's Adventures In Wonder Land*. New York : MacMillan
- Ellis, R. *Task-based Language Teaching and Learning*. Oxford: Oxford University Press. 2003. Print.
- Ellis, R. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.1994. Print.
- Farrell, Thomas, S.C, Lesson Planning,, in Richards, Jack.C, *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press, 2002.
- Howatt, A. (1984). *A History of English Language Teaching*. Oxford: OUP.
- Kesari, Madhavi, Exploring Issues in Teaching Writing in ESL at Secondary School Level: Cognitive Process of Teaching Writing in L2 ,2012
- Krashen, S. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon. Press. 1981.
- Long, M. H. (2015). *Second Language Acquisition and Task-based Language Teaching*.
- Long, M. & Crookes. G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly*,

- Mahan Attar and Chopra S.S. "Task-Based Language Teaching in India" (2010). MJAL 2:4 June 2010. web.
- Nunan, D. *Second Language Teaching and Learning*. Boston: Heinle / Thomson. 1999. Print.
- Nunan, D. *Task-based Language Teaching*. Cambridge University Press: Cambridge. 2004. Print.
- Palmer, H.E. *Principles of Language Study*. New-York: World Book. Co., 1921. Print.
- Palmer, H.E. *The Oral Method of Teaching Languages* Cambridge: Heffer, 1923..
- Prabhu, N.S. *Secondary Language Pedagogy*. Oxford University Press: Oxford, New York. 1987. Print.
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford University Press. January 2013.
- Richards, J.C.(1999) Conversational competence through role Play Activities. *RELC Journal*, 16(1)
- Tyler, R. *Basic Principles of curriculum and instruction*. New York: Harcourt Brace. 1949.
- Viswanathan, M. R (2013) "Overcoming Situational Constraints in Communicative Language Teaching". *Journal of research and literature*. Vol.1. issue 1. 2013, 12-12 2013.
- Wilkins, D.A, *Linguistics in Language Teaching*. (Pp. viii + 243. Edward Arnold, 1972.
- Willis, J. R., & Willis, D. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.